

SOUVENIR EDITION  
OF THE  
OHIO UNIVERSITY  
BULLETIN

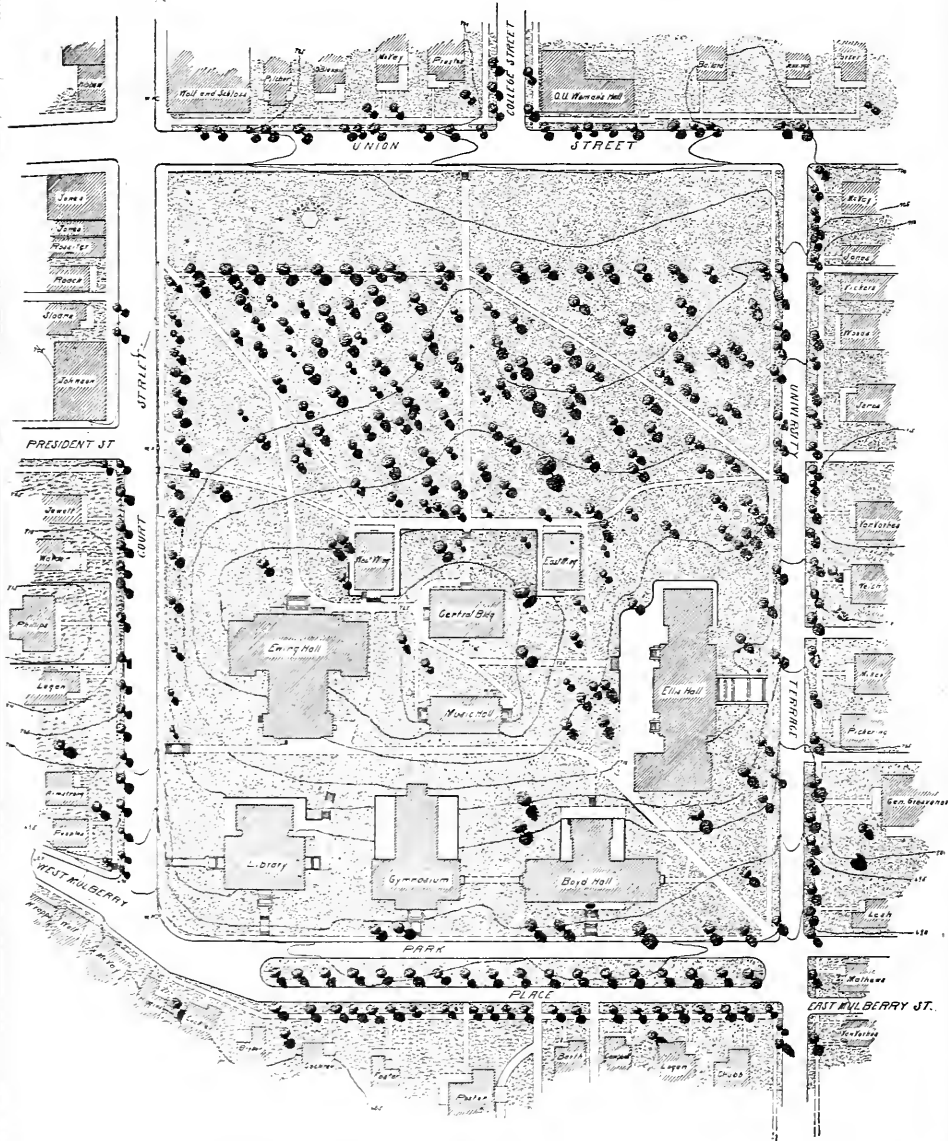


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# THE BULLETIN

PUBLICATION OF THE OHIO UNIVERSITY

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No. IV

## The Ohio University Bulletin

Published quarterly, by the University, and entered as second-class matter at the post-office at Athens, Ohio. Sent free, until each edition is exhausted, to all interested in higher education and the professional training of teachers. No advertisements, save the one found on the fourth page of the cover, will be published.

## PRESIDENT ELLIS DEFENDS POSITION

OF OHIO UNIVERSITY IN SCHOOL  
SYSTEM OF OHIO AGAINST AT-  
TACKS MADE UPON IT BY PRESI-  
DENT PRITCHETT OF THE CAR-  
NEGIE FOUNDATION FOR THE  
ADVANCEMENT OF TEACHING.

### Explanatory Statement.

**A**T a special meeting of the National Association of State Universities held in Chicago, Ill., January 22nd and 23rd, 1908, with twenty-five State Universities represented, the following statement was unanimously adopted:

"It is the judgment of this Association that the great and admirable purpose of the Carnegie Foundation for the Advancement of Teaching to elevate the profession of teaching in America cannot be fully realized unless the important group of state-controlled or tax-supported institutions is embraced within the consideration of the distinguished board of trustees of the Foundation."

The resolution that followed the statement just quoted reads thus:

"Resolved, That this Association respectfully urges upon the trustees of the Carnegie

Foundation the admission of State Universities of proper standard to the benefits of the Foundation in the matter of retiring allowances on the same terms as the institutions now upon the Foundation."

When this action of the educational body named was brought to the attention of Mr. Carnegie that gentleman at once wrote a letter to President Pritchett of the Foundation, from which the following quotation is made:

"I beg now to say that should the governing boards of any State Universities apply for participation in the fund and the legislature and governor of the state approve such application, it will give me great pleasure to increase the fund to the extent necessary to admit them. I understand from you that if all the State Universities should apply and be admitted five million more of five per cent. bonds would be required, making the fund fifteen million dollars in all.

In the extract above given, Mr. Carnegie states clearly the preliminary action necessary to be taken before a State University can be admitted to the benefits of the Retiring Fund of the Foundation—Legislative action approved by the Governor supplemented by formal action from the Board of Trustees of the University. In the case of the Ohio University, at Athens, the stipulated conditions were met to the letter.

### Governor Harmon's Letter to President Ellis.

State of Ohio,  
Executive Department,  
Columbus.

June 14, 1909.

Dr. Alston Ellis,  
President, Ohio University,  
Athens, Ohio.

Dear Dr. Ellis:

I seem to have signed, with others, some application to the Carnegie Trustees, though I



**PRESIDENT ALSTON ELLIS**

do not remember having done so. In reply to it I received a letter which I enclose a copy for your information.

Yours very truly,

JUDSON HARMON.

**President Pritchett's Letter to Governor Harmon.**

The Carnegie Foundation  
for the Advancement of Teaching,  
576 Fifth Avenue.  
New York.

June 9th, 1909.

Dear Sir:

The trustees of the Carnegie Foundation for the Advancement of Teaching have received

requests from the governing boards of three Ohio state institutions, from the Ohio Legislature, and from yourself that these institutions be admitted to the privileges of the endowment for retiring allowances to college teachers.

I forward under this cover a copy of the rules under which institutions of learning are admitted to the benefits of this endowment. As you will note, this Foundation is primarily one for higher education. Only such state institutions ought to be admitted to its benefits as maintain fair college standards, efficient courses of instruction, and stand in organic relation to the public-school system of their states.

In order to ascertain the facts bearing on





Home of President Alston Ellis, 23 South Congress Street

these matters, the Foundation makes a study of the standards, the quality of work and educational significance of such institutions as apply for admission to the retiring allowance system. Once admitted, however, the professors in such institutions may claim their retiring allowances upon fixed rules as to service and age, and they receive these allowances in such cases as a right not as a favor, as a part, in fact, of their due compensation.

The request made by the authorities of the State of Ohio in behalf of the admission of the Ohio universities raises an unusual problem. The State of Ohio presents to the Carnegie Foundation not one university but three; the Ohio State University at Columbus, the Ohio University at Athens, and the Miami University at Oxford. The educational composition of each of these institutions, their relations to each other and to the general school system of the state, are in some respects so extraordinary that, in communicating to you,

as chief executive of Ohio, the decision of the executive committee of the Foundation, I am directed to include some statement of the considerations by which its action has been determined.

When the Carnegie Foundation came to consider the request of the State of Ohio from the standpoint of educational administration, it found that the state undertakes to maintain three institutions bearing the name university. Each of the three contains a college of liberal arts; each offers more or less post-graduate instruction; two of the three possess departments of engineering; two of the three conduct normal departments, while the third provides a college of education; finally two of the three carry on not only these college departments, but preparatory schools as well. Such overlapping as is here represented is not only wasteful, but it results in competitive bidding for students. It demoralizes the institutions concerned. It

demoralizes no less the high-school system of the state, and the students, instead of being stimulated to reach a single high standard, are confused by the various standards which the state provides, with a tendency always to accept the easiest alternative.

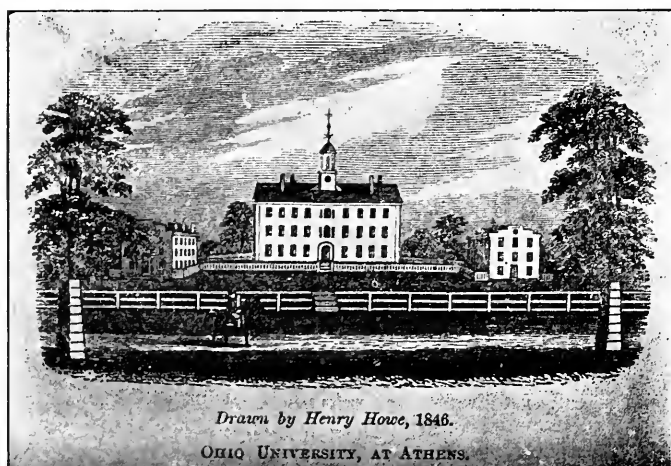
In order to get together a student body for each of the three universities, large numbers of conditioned and special students are admitted. Many of these students ought to be in the high schools of the state, where they should be required to prove their preparation. Their presence in the state universities weakens the high schools and also the grade of instruction which the university can offer. It is difficult under the circumstances for any one of the three institutions to be strict in this matter unless all are strict, and that all should be equally strict and act with the firmness and consistency that could be maintained by a single university capping the educational system is, of course, out of the question. The name university has in fact no definite meaning under such circumstances.

Our examination of the machinery by which students are admitted shows conclusively that the methods and standards of the three institutions differ so widely that they go far to neutralize any influence which they are in a position to exert upon the secondary school system of the state. The Ohio State University maintains regular inspectors, on the basis of whose report an accredited list of high schools

has been made up. Ohio University, on the other hand, accepts students from many high schools that the Ohio State University finds unworthy of recognition, while Miami University also pursues a course of its own. It should be said to the credit of the Ohio State University that it maintains a careful and exact system of registration and that it guards the admission to its college and scientific schools with reasonable care. In the Ohio University, on the contrary, there is no effective system of registration, and the only ruling principle which can be observed is the effort to bring into the college as many students as possible of all grades, in order to create the maximum effect upon the Legislature.

Finally, the state further confuses the educational situation by maintaining two preparatory departments, thus retarding the development of a uniform and comprehensive secondary school system. It seems to us worthy of particular notice that the great State of Ohio should have a school system generally felt to be inferior to that of near-by western states, and that it should offer such meagre facilities for the effective training of teachers. There is unquestionably a close connection between this fact and the multiplication of state universities.

It is quite evident that the three state universities are not all real universities. That designation may fairly be conceded to



*Drawn by Henry Howe, 1846.*

OHIO UNIVERSITY, AT ATHENS.



A View of the Campus

Ohio State University, and if relieved from the pressure of state competition, it would no doubt assume within a reasonable time the efficient and orderly development of such an institution as the University of Wisconsin. The Ohio University is a mixture of college, normal school and academy, while the Miami University is a fairly good college with the same mixture of normal school and academy.

In view of the conditions which have been referred to, it seems clear to the executive committee of the Carnegie Foundation that the cause of education would not be served by the admission of any of these institutions at the present time to the benefits of the Carnegie Foundation. The committee most respectfully ventures to suggest that the educational interests of the State of Ohio require that these three institutions be recon-

structed in such wise that their functions may be differentiated and that each be assigned a definite place in a comprehensive and consistent educational system. This communication is made to the chief executive of the state in the belief that a frank statement of the situation, as it appears to us, is the best service which such a body as ours can render to the State of Ohio, and in the further belief that the adoption of a consistent and effective educational policy by the common-wealth is a matter in which the interests of all citizens of Ohio are seriously involved.

Most respectfully yours,

HENRY S. PRITCHETT,  
President.

Hon. Judson Harmon,  
Governor of Ohio,  
Columbus.

**President Ellis's Letter to Governor  
Harmon.**

Athens, Ohio, June 28, 1909.

To his Excellency, Judson Harmon,

Governor of Ohio,

Honored Sir:

Now that strong pressure of executive work caused by a busy commencement season has been withdrawn, I find time to make a somewhat formal reply to some of the statements contained in the communication of President Henry S. Pritchett, of the Carnegie

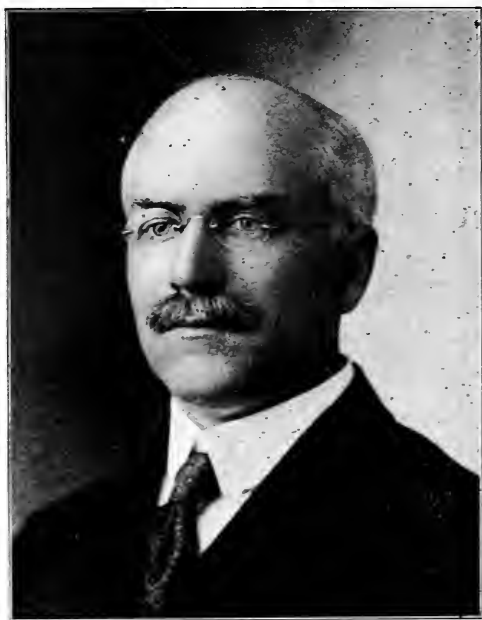
Foundation with the matter, as far as I know, is limited to giving official approval to a Joint Resolution, passed by the General Assembly of Ohio, authorizing the authorities of the Ohio University, at Athens, the Miami University, at Oxford, and the Ohio State University, at Columbus, to apply in behalf of certain of their employees, for the privilege of sharing in the distribution of the Retiring Fund of the Carnegie Foundation.

The executive heads of the three institutions just named knew and favored the provisions of the Joint Resolution referred to before its passage by the Ohio Legislature. In reply to my question about the conditions under which a state-supported institution would receive recognition from the Foundation—in so far as concerned its sharing in the retiring fund—the answer, under date of November 28, 1908, came as follows: "The Trustees have decided, according to the wishes of Mr. Carnegie, to consider the admission of state institutions only when the application of the governing board for such admission has received the formal approval of the Governor and the Legislature of the State. The consideration, therefore, of the three state institutions of Ohio must await the action of the State Legislature." The reason for the passage of the Joint Resolution, and its subsequent approval by the Governor, is thus made clear.

Following the legislative action referred to, the Board of Trustees of Ohio University, at a meeting held May 6, 1909, passed the following resolution by unanimous vote:

"Resolved, That the President of the Board of Trustees of Ohio University be authorized to make the necessary application to the Carnegie Foundation, in behalf of the Ohio University, that those of its employees who may be eligible to share in the Retiring Fund of the Carnegie Foundation may be properly listed for such recognition."

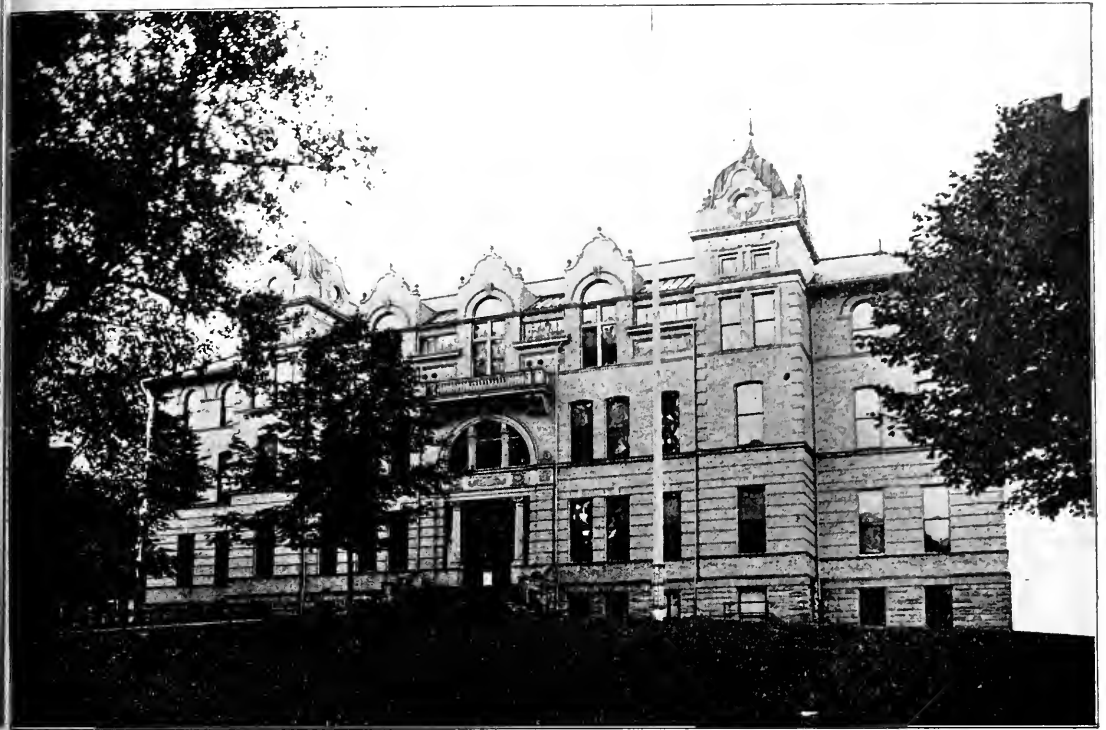
Acting upon the authority thus given him, the President of the Board of Trustees made application for the admission of Ohio University to the retiring system of the Foundation in a communication dated May 7, 1909. "The Executive Committee of the Foundation will consider the admission of state universities at its meeting in June," is the Foundation's reply dated May



Dean Edwin W. Chubb, Litt. D.

Foundation for the Advancement of Teaching addressed to you as Governor of Ohio, and dated June 9, 1909.

I thank you for sending me a copy of the communication referred to, thus giving me early opportunity to familiarize myself with its contents. I unite with you in surprise that such a communication from the Carnegie Foundation should reach you. I am sure that it was not called for by any official or personal request from you. Your connec-



Ewing Hall

10, 1909. Then comes the letter to the Governor of Ohio filled with gratuitous suggestions as to the general situation and containing statements about the Ohio University which, as they are untrue and misleading, I can not permit to go unchallenged.

For months gone by, I have had correspondence, more or less regular, with the authorities of the Carnegie Foundation. Uniform courtesy, with a spirit of mutual helpfulness, has marked this correspondence which has had to do with a somewhat extended range of topics.

President Pritchett has uniformly shown such a just and catholic spirit in his discussion of educational matters that the tone and contents of his communication of the 9th instant comes as a surprise to his numerous friends and well-wishers in Ohio. It is altogether likely that matters will come to such a head as to make the publi-

cation of the whole correspondence between the Foundation and myself, as far at least as it relates to the educational status and rights of Ohio University, an executive act demanded by the exigencies of the case. I have not enough left of the fighting spirit to prompt me to rush into a controversy with any one unnecessarily. Everything that follows is prompted by a strong sense of official duty—the obligation I owe to the time-honored institution of learning with which I am now connected.

I cannot but feel that the communication to the Governor was uncalled for and a performance tinctured throughout with a coloring of professional discourtesy as well. In the first place, the Foundation never received any "*request*" from the Ohio Legislature or Ohio's Governor to admit the state universities "to the privileges of the endowment for retiring allowances to college

teachers." Legislative and executive action was *permissive*, nothing more. Some such formality was required by the Foundation and it was met by the passage and approval of the Joint Resolution. As my information goes, no lengthy discussion of the provisions of the Resolution was had in either branch of the Legislature. Had the Resolution called forth such, the record of the legislative action might have been changed.

The cry of the Foundation is for *stand-*



Dean Henry G. Williams, A. M., Ped. D.

*ards*, STANDARDS, STANDARDS, with constantly increasing emphasis on the term. Catalogue pages are delved into in search of statements about *units of credit*. Educational effort must have no plebeian trend if it seeks recognition in New York City. A college teacher loses educational caste and recognition at once if he permits himself to teach a preparatory class.

The statement of the Foundation that

"only such state institutions ought to be admitted to its benefits as maintain fair college standards, efficient courses of instruction, and stand in organic relation to the public-school system of their states," is not unsound or unfair. Ohio University is willing to be brought to the test in all these matters. There has never been a time since it sent out its first college graduate, in 1815, that it could not have fronted such a test with successful issue.

The request made by the three state-supported institutions of Ohio for fair treatment and just recognition by the Foundation has brought before it a knotty question, "an unusual problem." The good people of Ohio have established, and are now generously supporting, *three* higher institutions of learning. Parenthetically, it may be remarked that the same short-sighted policy—as seen from New York city causes them to support 324 different high schools of first grade. What has the number of colleges or universities to do with the nature of the work they do? If the work measures up to the Foundation's *standard*, why discriminate against their worthy instructors in the distribution of the retiring fund? In plainer terms, what does it concern the Foundation how many colleges and universities the State of Ohio sees fit to establish and support? The fact that Ohio works along an independent line in this matter presents a condition so "extraordinary" that the President of the Foundation feels called upon to tell the Governor of Ohio "who's who and what's what." The value of advice must ever depend upon its nature and the common sense and fairness of him by whom it is given. When I was a boy the following terse sentence was freighted with meaning when properly applied: "It makes a ——— mighty proud to wear a red coat." At the risk of forever barring the doors of the educational aristocracy, sought to be established, against my admission, I must record my doubt of the ability of the Carnegie Foundation to order educational affairs in Ohio more wisely than our people are now directing them. At any rate, the people of Ohio will be in no hurry to give up sovereignty in that matter. They stand, at present, in no need of an educational wet nurse.

## OHIO UNIVERSITY COMMENCEMENT SPEAKERS, JUNE, 1909.



1. Rev. Thomas L. Lowe, D. D.

2. Rev. Don D. Tullis, A. M.

3. Hon. James E. Campbell, LL. D.

4. President Alston Ellis

5. Hon. Timothy S. Hogan, A. M.

It is admitted that each of the three Ohio institutions maintains "a college of liberal arts." This *overlapping* is said to be *wasteful*, and brings in "competitive bidding for students" with demoralizing results. It seems, then, that any competition in educational effort is to be censured. Ohio is noted, the world over, as the home of colleges. Twenty-two of these, including the three state-supported institutions, have membership in the Ohio College Association. All are, more or less, in the fields about them competing for students. Their *standards* are satisfactory to those who seek educational advantages in their halls. Were some of these foundations destroyed or weakened the inter-

ests of higher education in Ohio would suffer serious loss.

It will be news to the public-school men in Ohio, that the presence of a few preparatory students at two of the state institutions is "demoralizing the high school system of the state." That system, as we at home see it, is progressing steadily to better and higher things and seems to be in no immediate danger of disintegration. Perhaps our western eyes are not trained to see things in their true relations.

"Various standards" are said to exist in the three universities. I venture to say that the *standards* in the three colleges of liberal arts—the real educational backbones



of the universities—vary in no essential features. The difference, where any exists, is simply that between tweedle-dee and tweedle-dum. If there is any overlapping in the effort put forth by these arms of the educational service, the fault, if fault it be, lies not with Ohio University, the *first* institution of higher learning established in the territory north and west of the Ohio river. Duplication of baccalaureate courses can not be charged against the first college

hours in each course bear ratio to the elective hours of 3 to 2. The courses are planned upon sound principles and compare favorably in content and extent with similar courses operative in the best educational institutions of the United States. It is worthy of remark that within the last six years Ohio University has had a number of graduate representatives maintaining high standing in post-graduate work at Cornell, Johns Hopkins, Clark, Harvard, and other institutions scarcely less noted. Cornell and Clark now have in their teaching forces some of our graduates whose diplomas are not five years old. Recently, one of our graduates of the Class of 1904 was called to the head of the Department of Physics at the University of West Virginia.

Further it is said: "The Ohio State University maintains regular inspectors, on the basis of whose report an accredited list of high schools has been made up. Ohio University, on the other hand, accepts students from many high-schools that the Ohio State University finds unworthy of recognition." One would have to stand in the forefront of the past-masters of the ancient art of lying to be able to compress more unblushing mendacity into a single sentence than can be found in the last one quoted. Yes, the O. S. U. has high-school inspectors to meet its own ends, these, until recently, having no legal recognition whatever—no authority in law to inspect high schools or to suggest anything as to their organization and management. Opposed to this self-appointed system of high school inspection, but not necessarily antagonistic to it, is the system inaugurated by direct legislation and worked out to practical results by the State Commissioner of Common Schools. It is the latter, the *legal*, classification of Ohio high schools that the Ohio University recognizes. Our desire is to accept conditions as they exist rather than to force unnatural ones upon the high school authorities. We, at Ohio University, recognize that the high schools are the people's colleges, that their courses of study must meet both what experience has shown to be *good* and what local conditions suggest as *best*, and that the "end and aim" of their being and activity is *not*



**MR. J. D. BROWN**  
of Athens, Ohio, who makes an annual gift of  
\$100 for Prizes in Oratory

of liberal arts put into operation on Ohio soil. The standards, upon which so much stress is put by the Carnegie Foundation, have ever been high in the O. U. college of liberal arts—never more so than now. Our college-year covers a period of thirty-eight weeks. Each of the baccalaureate courses requires 2,500 hours of recitation work creditably done by the student before his graduation is permitted. Not one hour of this represents the work of any part of a secondary school course. The prescribed





Front View of Ellis Hall

*to prepare children for college.* That college course is best planned that recognizes conditions instead of theories. A college that claims to be a part of the general educational system of the state should recognize that the people who "pay the freight" have some right to control their local high schools without officious and often mischievous interference from its representatives. The college whose standards of admission are arbitrary and inflexible is sadly in need of reconstruction. If it claims to be an agent of the people, a part of the general system of public education, it is under obligation of the most binding kind to plan its articulation with the secondary school in a wisely democratic spirit.

There is "no effective system of registration" at Ohio University, says President Pritchett, after hearing report from one of his young lieutenants who "took in" Athens on

his flying trip around the educational circle. It is true that a young man or woman seeking educational advantages at Ohio University is not required to unwind a half dozen spools of institutional red tape before he or she can find place in one of our classes. We exist to serve the people whose agents we are. If our classification of incoming students occasionally gets one beyond his educational depths that condition is not beyond early repair. Our classification is strict enough, at least the system stands approved by a century of experience. The main thing, after all, is that the ambitious, deserving student be given his *chance* and then that teaching skill and honesty force him to "make good" for everything in the way of college credits he receives.

Last week at Ohio University, a graduating class of thirty-four members received baccalaureate degrees in the presence of one

of the most cultured audiences ever assembled in Athens. No question about what these young people had studied before entering the University was asked by anybody. It was known by all that no one of the number had been weighed in college scales and found wanting.

The Foundation likes to pry into musty records to discover conditions that existed four or more years ago; our faculty and governing board seek a rational and somewhat flexible method of admitting students to college classes and then rigorously hold them to a creditable performance of all required and elected work.



**ELI DUNKLE, A. M.**

**Registrar of the University, and Professor of Greek**

Our laxity, as seen by the Foundation, in admitting students to the Freshman class, originates in "effort to bring into college as many students as possible of all grades in order to create the maximum effect upon the Legislature." The lips of Ananias would blister in uttering such a statement. A little effort would bring us to double the number of preparatory students now enrolled. No one who has adequate high school advantages at home, or near there, is ever solicited to come to Ohio University. We well know that the presence of preparatory students at Ohio University acts against the just recognition, by the outside world to which actual conditions are unknown, of the high-grade work done in our regular college classes. Our immediate constituency are well aware of the

conditions that make a preparatory school at Ohio University a necessity. These conditions have been clearly set forth in my published reports. The officers of the Foundation had these reports. Their attention was called to what was said in them in justification of our maintaining a preparatory school at Ohio University.

At the risk of repeating a part of what has been better said elsewhere I renew, in brief statements, an explanation of the presence of a preparatory school at this institution.

1. Local conditions demand it. The twenty-two counties—one-fourth of the whole State of Ohio—having Athens as the educational center, contain 48 of the 324 first-grade high schools of the state. From these high schools we draw students to our Freshmen class. Desirous as we are to add worthily to our student enrollment we admit *few* of the graduates of these schools to *full* Freshman standing. We do not send them away but admit them conditionally and then give them all the teaching help and personal interest in their well being we can command. Others of more or less maturity of age and mental power come to us from localities where high school advantages of average worth can not be secured. What shall we do with them? The Foundation answers, "Require them to prove their preparation in the high schools of the State." Perhaps institutional pride and selfishness would give the same answer. Common sense and a desire to *serve* give a different reply. Here is a young man who has attained his majority. He has studied something more than the common branches, but he has no high school diploma. Perhaps he has taught a country school two or three years. Imagine, if you can, this young man entering the Athens high school as a pupil! It is the academy or preparatory school of a college for him or it is nothing. Experience shows that many young men of the character above described, received by us into some of our preparatory classes, become our best students and in time complete one of our regular college courses with high honor.

2. The preparatory school is a necessary part of the Normal College, for two reasons. First, the state supports the Normal College that its teachers may secure better academic and professional training for their work.



Rear View of Ellis Hall

Were entrance to its lowest class based upon the completed work of a first-grade high school its field of usefulness would be contracted within narrow limits. I believe it is within bounds to say that not one-third of the 27,000 teachers employed in the public schools of Ohio have scholastic attainments that would justify their receiving a diploma from a first-grade high school. The Normal College of Ohio University was not so established as to exclude 18,000 teachers of Ohio from its halls.

Again, the preparatory school is needed to serve as a training school for teachers preparing to teach in the high schools of the state. More and more emphasis will be put upon this form of training for teaching as experience and opportunity point the way.

To show how maintaining a preparatory school at Ohio University retards "the development of a uniform and comprehensive secondary school system" in Ohio the case of

the Athens high school may be cited. This school is within easy reach of the University preparatory school and yet it is prospering in attendance and efficient work to-day as never before. Dr. Charles S. McDougall, a member of the Athens board of education, under date of June 22, 1909, writes to me as follows: "The high school has not only increased in numbers, as you state, but I have found by inquiry during the past few years that it has relatively more pupils than any other high school in this section of Ohio."

In concluding this part of my answer to President Pritchett's criticism of our educational conditions, it may be said that the preparatory school of the Ohio University, and the State Normal College is here to stay, recognition or no recognition, pension or no pension. We feel fully competent to take proper care of our own educational affairs. Our preparatory school now repre-

sents, in its courses, *fifteen units* of secondary work as rated by the Foundation itself. The suggestions made by the Foundation that this school be segregated from the University—removed from the campus—and that no University instructor be permitted to teach any of its classes, will be treated with all the consideration it deserves—*executive contempt*. While courting just criticism from any source, we will prove somewhat restive under dictation from any authority save the legally constituted one whose supremacy we readily acknowledge.

Ohio has entered upon what will ultimately



**EDSON M. MILLS, A. M., Ph. M.**  
Professor of Mathematics

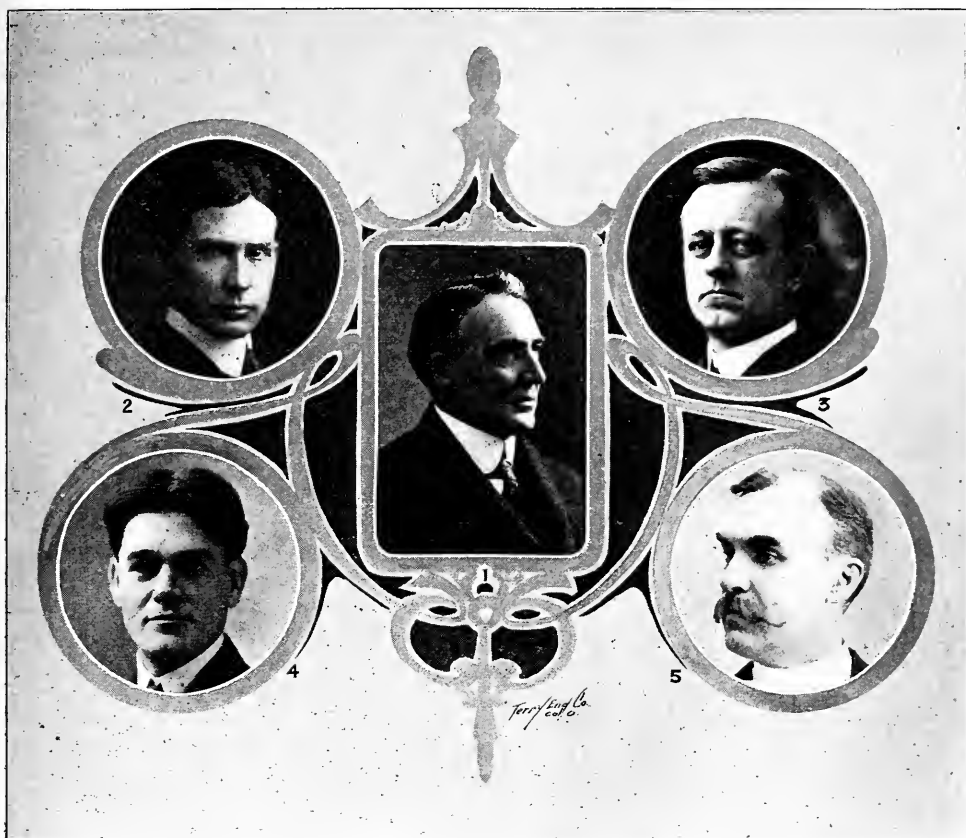
prove to be a 'wisely-planned scheme of normal-school training for her teachers and prospective teachers. "It seems particularly worthy of notice," to the Foundation, "that the great State of Ohio should have a school system generally felt to be inferior to that of near-by western states, and that it should offer such meagre facilities for the effective training of teachers." This is important if true. Assertion and belief are not evidence, particularly when they reach us *via* Fifth Avenue, New York City. It is admitted that Ohio University has a "normal department." I firm-

ly believe that no one connected with the Foundation could quote a line of the "Seese Bill" of 1902. The State Normal College of Ohio University is something more than a "department." It enjoys a revenue distinct from that which supports the University proper. Its mission is to train teachers for *all grades of service* in the public schools. Its training-school actively extends from the lowest grade of kindergarten work to the highest grade of the secondary-school; and yet the Foundation says "The Ohio University is a mixture of college, normal school, and academy." It is difficult to keep an even pulse and to refrain from scathing speech in reading such language as that above quoted. The statement is unprofessional, ungenerous, and untrue.

The officers of the Carnegie Foundation have it in their power to work injury to deserving colleges by the superficial investigations of their agents and by publishing broadcast the hasty conclusions based thereon. There is a suspicion that some of these people are working overtime in effort to magnify their own importance rather than in cultivating honest purpose to conserve the best interests of the educational forces they seek to control. Hear a part of the concluding paragraph of the communication, addressed to the Chief Executive of Ohio, asserted to be "a frank statement of the situation as it appears to us":

"The committee most respectfully ventures to suggest that the educational interests of the State of Ohio require that these three institutions be reconstructed in such wise that their functions may be differentiated and that each be assigned a definite place in a comprehensive and consistent educational system." By inference, bordering upon direct statement, the only way to secure this "consistent system" is to build up one great institution at the expense of all the others. Chartered rights, the good faith of the state, as pledged in repeated acts of legislation, the educational rights of the people of two great sections of the state—all must be ruthlessly sacrificed to the perfection of a system. Until such an act of injustice and outrage is done, until such a piece of iniquity is made sure by legislation, no teachers in Ohio's institutions of learning, save presumably those willing to assert that black is

## FOURTH-OF-JULY SPEAKERS, SUMMER SCHOOL, 1909.



1. Hon. Warren G. Harding

2. Hon. U. G. Denman

5. President Alston Ellis

3. Hon. Francis W. Treadway

4. Hon. Edgar Ervin

white and white is black, at the dictation of the educational pundits on Fifth Avenue, can be admitted to a participation in the benefits of the retiring fund of the Foundation. The fact that three institutions are named in the Joint Resolution does not require the Foundation to recognize all or none. If any one of the three measures up to the arbitrary standard fixed by the Foundation let it be recognized to the exclusion of the others. It will then be a case where the institution pays the price and secures the reward.

This communication has already run beyond

the limit I had in mind at the outset. The importance of the subject to some of the state's educational interests is my excuse, if one be needed, for saying what I have said, even though it be presented at greater length than was originally intended.

Accompanying this communication, and designed to be a part thereof, are a number of "Exhibits" which are, in the main, self-explanatory. All of which is most respectfully submitted.

Alston Ellis,  
President Ohio University.

## CONDITIONS AT OHIO UNIVERSITY

Are Not Understood by Critics, Says Ellis.

Special Dispatch to the Enquirer.

**A**THENS, Ohio, June 20.—Dr. Alston Ellis, of Ohio University, gave out the following statement to-day in reply to the letter of President Henry S. Pritchett, of the Carnegie Foundation, in which the latter said that Ohio University was one of the three Ohio institutions which would not participate in the benefits of the Foundation because of



**WILLIAM HOOVER, Ph. D., LL. D.**  
Professor of Mathematics and Astronomy

defects, which he pointed out.

"I have not had time to give careful reading to the article to which you refer, but I am reasonably well acquainted with its contents for the reason that prior to its publication I had received a copy of the communication sent to the Governor of Ohio by the authorities of the Carnegie Foundation. Just as soon as I can be freed from executive duties connected with the present commencement season now upon us I shall file with the Governor a

pointed answer to the different statements set forth in the communication from the Foundation.

### Doesn't Understand Conditions.

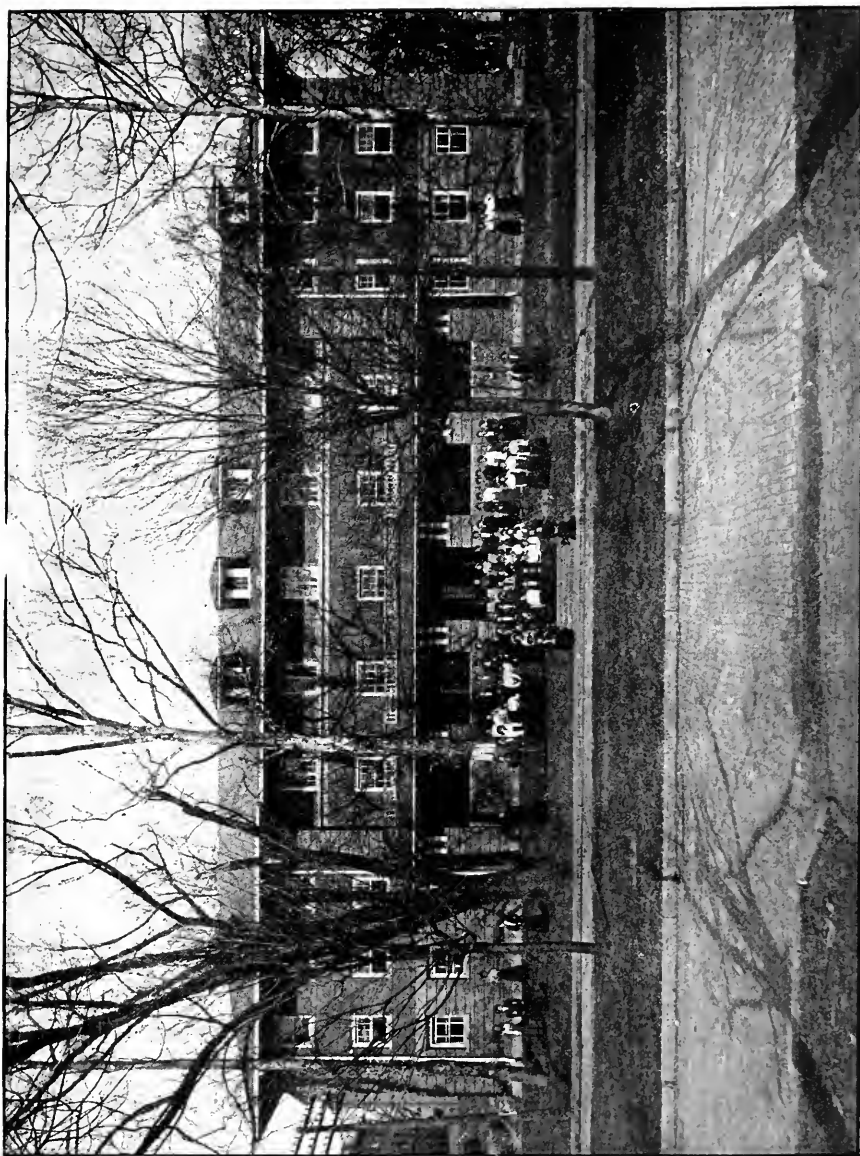
"The naked truth is that the party who penned that communication knows but little more practically about the workings and needs of the Ohio University than he does about the conditions existing upon the planet Mars. I wish to attribute no improper motive to the one who wrote the communication referring to the universities of this state. The main contention against the Ohio University is that we maintain a preparatory school and have connected with the institution a normal school as well. Any one familiar with the educational conditions in this part of Ohio will clearly understand that first-class high school privileges are not abundant.

"The preparatory school is a necessity whether it is connected with the college of liberal arts or the state normal college. The people of New York seem to be unduly excited over the condition in which the raw material is permitted to enter this institution, but have apparently lost sight of the fact that after all that is said and done the product turned out is the thing which should have the chief attention. It does not matter much under what conditions a young man is permitted to enter college, but it does matter a great deal as to what shall be his scholastic attainments before he is permitted to graduate from college.

"The New York people put the emphasis upon entrance requirements while we put the stronger emphasis upon what the student does after he has secured admission to this institution. Were we to insist upon graduation from a first-class high school as a condition for entrance to the Freshman class of the state normal college, we would close the doors of that institution to nearly three-fourths of the teachers of Ohio for whose special training it was established and is now supported.

### Not Sustained By Facts.

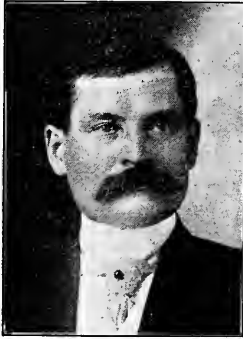
"Those people seem to be absolutely blind to this fact, which is not a theory but an actual condition. The statement that we at Ohio University seek numbers at the expense of high-grade educational service is entirely gratuitous and cannot be sustained by the facts. I have no hesitation in saying that any student enrolled in any one of the regular



BOYD HALL—A Dormitory for Women.



classes of our college of liberal arts can enter a corresponding class in any first-grade college in Ohio.



**HENRY W. ELSON, Ph. D., Litt. D.**  
**Professor of History and Political Economy**

"This is not mere statement, for the thing has been done time and again. The authorities at Columbus will not refuse our students entrance to corresponding classes at the Ohio State University for the reason that they are well aware that at Ohio University is a college of liberal arts that for nearly 100 years has been of high standing, representing in all of its phases wide reaching and thorough-going work.

"There is not an institution in Ohio to-day that has a college of liberal arts with a stronger course of study than as Ohio University, and there is not a college of the same grade in the state where such strict account is kept of the work of every student so that that student may be held rigorously to the requirements of the course.

"The statement is made that our preparatory school is demoralizing the high-school system of the state. There is no evidence to support that statement. Ohio University is not seeking high-school students who have not yet reached the hour of graduation. Right here in Athens there is a high school of the first grade that has increased in pupil attendance right along through all the years that Ohio University has been having a condition of unexampled prosperity.

"The students that come to our preparatory schools are persons generally between the ages of 18 and 22, many of whom have taught two

or three years in the common schools. They have not had the full advantages of the training of a first-class high school, but they have a good portion of the work of such a school. To say that they should go to some high school and complete its course before they shall be permitted to enter upon educational work with us is practically to say to them that they shall not be educated at all, for it is absurd to suppose that these young people who have been in the teachers' ranks will become pupils in the average high school found in Ohio.

### **No High School Hurt.**

"There is not a high school in Ohio that is injured by the presence of our preparatory school at Ohio University. It is said that we accept students that the Ohio University finds unworthy of recognition. If that means that we admit them to our preparatory school, the statement is true. However, if it means that we admit them to any regular class in the college of liberal arts, the statement is absolutely false and ought to be known to be so by the one who made it. It is said further that we have no effective system of registration.



**FREDERICK TREUDLEY, A. M.**  
**Professor of Philosophy and Sociology**

"Again, it is seen that the main thought is about how to get into college, not about what the student should do after he gets there, and





The Gymnasium.



Music Hall and Central Building with Ewing Hall in Background; Ohio University, Athens, Ohio

how long he should remain there and the kind of work he should do before the day of graduation comes.

"It will be news to the people of Ohio where numerous colleges of high grade exist, that Ohio is behind her sister states in the means furnished for the higher education of her people. The real truth is that Ohio has more educated people in proportion to her numbers than almost any other state in the union, this condition of affairs being brought about very largely by the presence in different parts of the state of institutions of learning of college rank where young people can enjoy the best of educational facilities, near at home, and at the minimum cost.

"Ohio University has never claimed to be a university in the widest acceptance of that term. It is making no effort to provide post-graduate or professional courses, but it is maintaining a college of liberal arts that is second to none in the Middle West. It also has a normal college which is far more than a simple department of the university. This branch of our educational service is specially provided for in legislation wholly apart from that connected with the organization and administration of the affairs of the university. The normal college has a separate fund for its

maintenance, and its connection with the university is more of a co-ordinate nature than a subordinate.

#### More Harm Than Good.

"It seems to me that the communication to which I am referring is a kind of educational tempest in the teapot which is likely to be productive of more harm than good. I regret exceedingly that the Foundation, through its officers, seems to have a disposition to dictate the educational conditions that shall exist in the institutions founded by the people and fostered by money taken from them in the way of taxes. Public institutions must be absolutely free from domination in the matter of the kind under consideration. We at Ohio University know exactly what the needs of this section of the state are, and are honestly and consistently trying to meet them with the best possible service rendered at the least possible expense to the taxpayers.

"The whole discussion, so far as it comes from the New York end of the line, is designed to re-open an unseemly contest between the state-supported institutions of learning, and in that way, as before stated, more harm will be done to the cause of education than good. For myself and those whom I represent officially, I can say that no effort will be made

in this quarter to bring about an antagonism between the institution at Athens and the other institutions of learning supported by the state. They have their function to perform, and our opinion is that they are meeting, in fair measure, the wishes of the people who support them. For the mere sake of a few dollars in the way of a pension we cannot afford to throw aside a policy of administration that wisdom has proved to be sound, and we surely cannot afford to put state institutions under the direction of any foreign corporation, whatever its professions may be as to its ability to render services for the advancement of learning."

### ENTRANCE REQUIREMENTS AT OHIO UNIVERSITY.

The presence of the Preparatory School in connection with the University has brought some criticism upon the institution. It is asserted that all work not of collegiate rank ought to be relegated to the high schools and academies. It has been stated, in a somewhat ungenerous spirit, that Ohio University is maintaining a high school, at state expense, for the almost exclusive benefit of the citizens of Athens and vicinity. The facts surely do not sustain the last statement. The enrollment of pupils in the Athens high school has trebled since 1898. The present enrollment of pupils in that school is not far from 140. It is well known to the local school authorities that those in control at the University do not seek nor do they desire, the presence of students who can secure preparation for college work at home. University records show, even with the coming of the Normal College bringing entrance conditions peculiar to itself, that the ratio of preparatory students to the total number enrolled is growing smaller every year.

Under legal provision the high schools of Ohio are divided into three classes—first grade, second grade, and third grade. Only graduates from a high school of the first grade can enter the freshman class of any reputable college. There are certain sections of Ohio in which conditions make the presence of a high school of this rank well-nigh impossible. In many of the counties nearest Ohio University these conditions are particularly mark-

ed. Were the preparatory classes of the institution abolished, many now enjoying educational advantages at Athens would remain without such, for it is useless to expect young *men* and *women* from the rural districts to seek higher learning in the town and city high schools. Our preparatory students come almost wholly from rural districts in which second and third grade high schools exist—sometimes from such districts having neither grade of school named. They are not *boys* and *girls*. They have reached an



**C. L. MARTZOLFF, B. Ped.**  
Alumni Secretary and Field-Agent

age which makes them disinclined to enter any school attended by much younger persons.

The rural schools are making rapid strides upward. Conditions are coming into existence in them which make it more and more possible for their youth to secure better and higher education right at home. As these conditions become more general, the number of our preparatory students will decrease—"a consummation devoutly to be wished."



Rear View of Ellis Hall

The presence of the State Normal College, as a co-ordinate department of college or Ohio University emphasizes the need, at Athens, of a Preparatory School. Were graduation from a high school of the first grade made a requirement for such admission to the Normal College the usefulness of that institution would be greatly limited. All degree courses of the Normal College cover four years' work beyond and higher than that completed in the first grade high school. Surely this standard is advanced enough. Were it made the only one for admission, not more than one-third of the public school teachers of Ohio could enter the State Normal College as students. This is a condition, not a theory. It is to be hoped that a desirable change in present conditions is not far distant; but until it comes, educational advantages, including special training for teaching, must be presented, for acceptance, to many worthy teachers and others now in school service or soon to be.

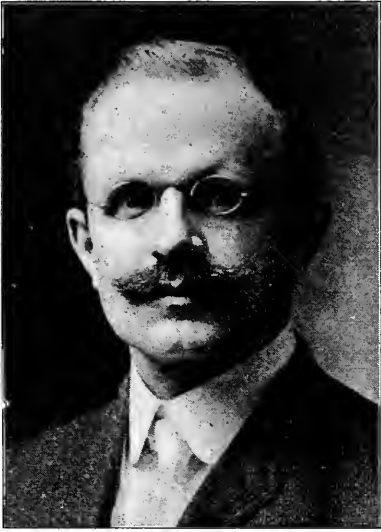
The College of Liberal Arts of Ohio University has always maintained high standards of scholarship. If any error has been made it has been rather in the direction of *too high* a standard than one too low. Personally, while not advocating a lower standard of scholarship, either for entrance or graduation, I have favored making our entrance requirements more flexible, and therefore, as I conceive it, more rational. Four years ago a strict application of the rules governing the admission of students to our Freshman class would have excluded from such class, except with conditions, more or less annoying, many graduates from the best high schools in Ohio. One aim of my administration has been to articulate more closely the work of our Freshman class with the completed courses of our best high schools. I have always felt that where there an educational gap here it should be spanned by college action rather than by

additional effort put forth by public-school management.

The Statutes of Ohio confer upon the State Commissioner of Common Schools the authority to classify the high schools of the state. My opinion is that educational institutions, of higher rank, supported by the state, should accept such classification as *final*. The classification from the high source named may be imperfect at times—necessarily so—but not more deserving of criticism than the methods

University or the State Normal College *without examination*, ample opportunity being given them to make up required work in which they may not have reached full college standing. Graduates of high schools of the *second* grade can enter the third year of some one of the courses of the State Preparatory School.—From President's Report, Ohio University, for 1905.

The annual report of the State Commissioner of Common Schools of Ohio names 324 high-schools of first grade. In that fourth of of the state from which Ohio University draws its greater number of students, there are only 48 high schools of that grade. The following exhibit bears its own comment:



P. A. CLAASSEN, A. B.  
Professor of Modern Languages

of examining and classifying exclusively in vogue before the passage of the Act of April 8, 1903. If, after the authorized classification of the high schools, provided for by statute, there is a gap between the high school and the college, it should be bridged by the latter institution.

I conclude this brief discussion of an important topic by subjoining a paragraph taken from the annual catalogue of the University:

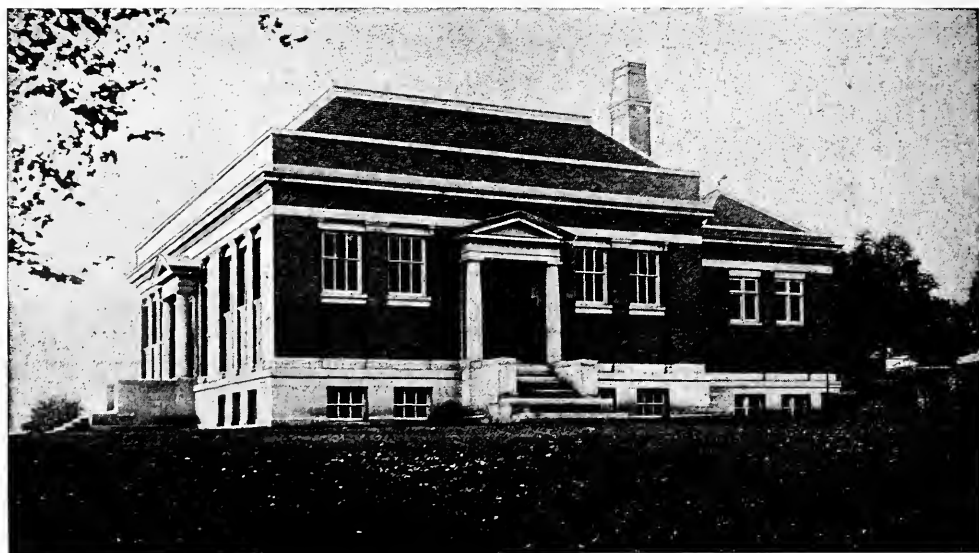
Ohio University recognizes, and gives full credit to, the classification of high schools made by the State Commissioner of Common Schools. Graduates from high schools of the *first* grade can enter the Freshman class of the

Counties	No. High Schools
Adams .....	1
Athens .....	3
Coshocton .....	1
Fairfield .....	4
Fayette .....	1
Gallia .....	1
Harrison .....	1
Hocking .....	1
Jackson .....	3
Lawrence .....	1
Meigs .....	2
Monroe .....	1
Morgan .....	2
Muskingum .....	2
Noble .....	1
Perry .....	6
Pickaway .....	4
Pike .....	2
Ross .....	1
Scioto .....	1
Vinton .....	2
Washington .....	4
Counties 22.	High-Schools 48.

### THE STATE PREPARATORY SCHOOL.

Some statement regarding the work of this department of the University has been made elsewhere. There may be question in the minds of some as to the reported *necessity* for such a department of instruction at Ohio University.

High schools, supported at public charge, are common all over Ohio. Their doors are



East View, Carnegie Library, Ohio University, Athens, Ohio

open to all who have right and inclination to enter them. It would seem that in their support the opportunity for instruction beyond the rudiments was brought near to every one's door. In the early days of Ohio's history, when high-schools were few and poorly equipped, the need of academies or preparatory schools in connection with the higher institutions of learning was readily admitted; but now, with nearly one thousand public high-schools in existence, the presence of the college preparatory school needs explanation.

Private colleges may maintain academic departments as feeders for the regular college classes, to swell the student enrollment, or to add to the tuition fund—for one of these reasons or all of them combined—but State higher institutions of learning have no reason to order their courses of instruction from any such motives.

The public college or university is a part of the general educational system of the state and there should be a close articulation of its work with that of the public schools. Where high-school advantages are ample and of a grade to meet college entrance requirements there is no excuse for the presence of preparatory classes in a higher institution of learning supported by the public. Its existence, under normal conditions, is not only un-

necessary but also a source of double expense to the tax-payers. If a young person can secure adequate high-school training at home, if the people where he lives are willing and able to pay that he may get it, it seems unjust to tax the people of other communities to secure this training for him elsewhere.

The rapid growth of high-schools all over the state has led reputable colleges to abandon their preparatory schools and center effort on educational work of a distinctively collegiate rank.

If all the foregoing be true, explanation for the presence of the State Preparatory School at Ohio University is not out of place in a report like this. In the first place, let it be stated that our Preparatory School is not in the ordinary acceptance of the term a *high-school*. Naturally, its courses of study include the subjects usually taught in the best high-schools, but there is a *difference* as will be made clear later on.

The people of Athens recognize the difference between their high-school and the Preparatory School of the University. The Athens high-school, with its four years' course of instruction, was never more prosperous than it now is; yet most of the people who partonize it live within easy reach of the University and could claim admission for their children to its

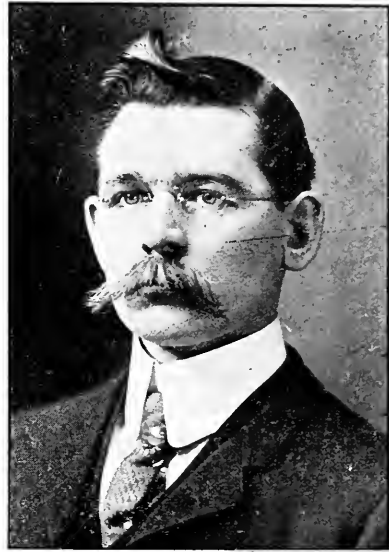
preparatory classes. The attendance of pupils at the Athens high-school has trebled within the last seven years. It can be seen, from this fact, that the State Preparatory School of Ohio University is something more than a high-school for the people of Athens and vicinity. Its courses of study cover a period of *three* years and offer no child's play to those who pursue them. These courses are for those, of some age maturity, who have been denied, or failed to secure, elsewhere a preparation adequate for admission to one of the regular Freshman classes of the institution. Are there students for whom such offered instruction is a just charge upon a general fund? Our preparatory students are usually young men and women, not boys and girls. Many of them come from counties which are sometimes ungenerously and unthoughtedly termed *pauper* counties, because they belong to that class of counties in Ohio which pay into the common-school fund *less*, and sometimes much less, than they receive from it.

While it is true that there are nearly a thousand high-schools in Ohio it must not be forgotten that these are different grades. No reputable college in Ohio will admit to its Freshman class, without conditions, a graduate from a second-grade high-school. Actual test shows that many graduates from high-schools of the *highest* grade are poorly prepared for work of college grade. Many such enter college conditionally and are required to "make good" before being classified as students with real collegiate standing. In many institutions that have no scheduled preparatory work, there is yet a body of students, small or large as the case may be, of sub-freshman rank.

In many counties of Ohio there are few high-schools of *first* grade. There are but 324 such schools in the state and these are very inadequately distributed. It happens that Ohio University has its location in a part of Ohio where first-grade high-school advantages are within reach not of the many but the *few*. How many of the 324 first-grade high-schools of Ohio are to be found in the dozen counties nearest to the Ohio University at Athens? The record shows that these counties have an uphill work in providing the rudiments of a common-school education for the children. Give the property a fair assessed value, levy the maximum school-tax authorized by law,

and many school districts in these counties will yet be unable to meet the legal requirement of a school maintained eight months of the year with a teacher in charge receiving \$40 per month. Under such conditions, which are real, not hypothetical, what chance has a youth living in such a district to secure in his home school adequate preparation for college?

The school districts of the counties near Ohio University, and from which the institution draws a large number of its students, re-



**ALBERT A. ATKINSON, M. S.**  
Professor of Physics and Electrical  
Engineering

ceived the larger part of the state appropriation of \$45,000 for the aid of weak districts—those where local revenues from taxation were insufficient to maintain schools the period required by law and to pay teachers the minimum monthly salary of \$40.

It may be said that young people unable to secure high-school advantages at home should seek them in the nearest high-school and not ask the state to meet their wants by establishing a school for them in its higher institutions of learning. If this suggestion were sound in theory it would yet fail utterly in practice. Most young people in school districts without





A Portion of the Interior of the Carnegie Library

high-school advantages usually grow into manhood or womanhood before they realize what of educational misfortune their local environment has brought them. With an awakened thirst for knowledge they find themselves of an age where with reluctance they would take place with the pupils of the average high-school. It is within bounds to say that were the Preparatory School of Ohio University abolished not one in three of its students would seek educational advantages elsewhere—surely not in any city high-school. These young people, as a rule, are of bodily vigor, of advanced age, and of general power and inclination to do much more and better work than the average boy or girl admitted to the high-school under the system of school classification than obtain in cities. That is why they can complete the equivalent of a four-year high-school course in three years—the Summer term offering them opportunity for six additional weeks of study each year. The

average public-school pupil, with eighth-grade preparation, can not do the work of the O. U. Preparatory School, with credit or highest profit to himself. It is too heavy for him. A high-school of *any* grade would better meet his school needs. Most of our preparatory students are persons whose local school advantages have not extended beyond what they could secure in a third-grade or second-grade high-school. Many of them hold a teacher's certificate and have taught in the district schools two or three years. Ohio University is making no mistake in throwing open its doors to these people and giving them opportunity for higher things in the realm of education.

If the presence of a preparatory school in connection with the College of Liberal Arts has justification, upon the grounds stated, how much more is its presence demanded in connection with the State Normal College. The chief work of the Normal College is to train



persons for teaching service in the public schools. The educational qualifications of many now teaching in the public-schools are admittedly low. Thousands of Ohio teachers have never completed a high-school course. Shall entrance, for academic and professional training, to the Normal College be denied them? It is said that increase of appetite grows by what it feeds upon. It is a revelation to many teachers to get into the Training School of the Normal College. They soon learn how poorly they are equipped for the important work in which they have been engaged. This knowledge of inadequate preparation is a spur to effort for better things both in matter and method.

The State Preparatory School is needed as an observation and a practice school if the State Normal College is to continue "in such a state of efficiency as to provide proper theoretical and practical training for all students desiring to prepare themselves for the work of teaching."

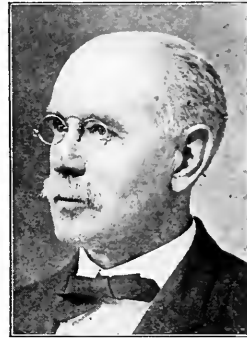
Normal College students, preparing for service in high-schools, have opportunity for observation and practice work in the Preparatory School. The limitation upon the amount and nature of this special instruction will be referred to elsewhere. Enough has been said, it is thought, to show strong justification for the presence of the State Preparatory School at Ohio University.—From President's Report, Ohio University, for 1908.

### THE DICTATION OF SWOLLEN WEALTH.

The revelation that the directors of the Carnegie Foundation are undertaking to dictate the conditions under which education shall be imparted at the institutions to which money is given from the fund is significant and alarming. The directors have, it seems, notified the authorities of Harvard, Columbia and the University of New York that, if their entrance requirements are not stiffened and the admission of so many conditioned students stopped, the money will cease to flow in their direction. This attempted interference with the management of the institutions named has very properly been resented. The authorities there feel that they are capable of directing the affairs committed

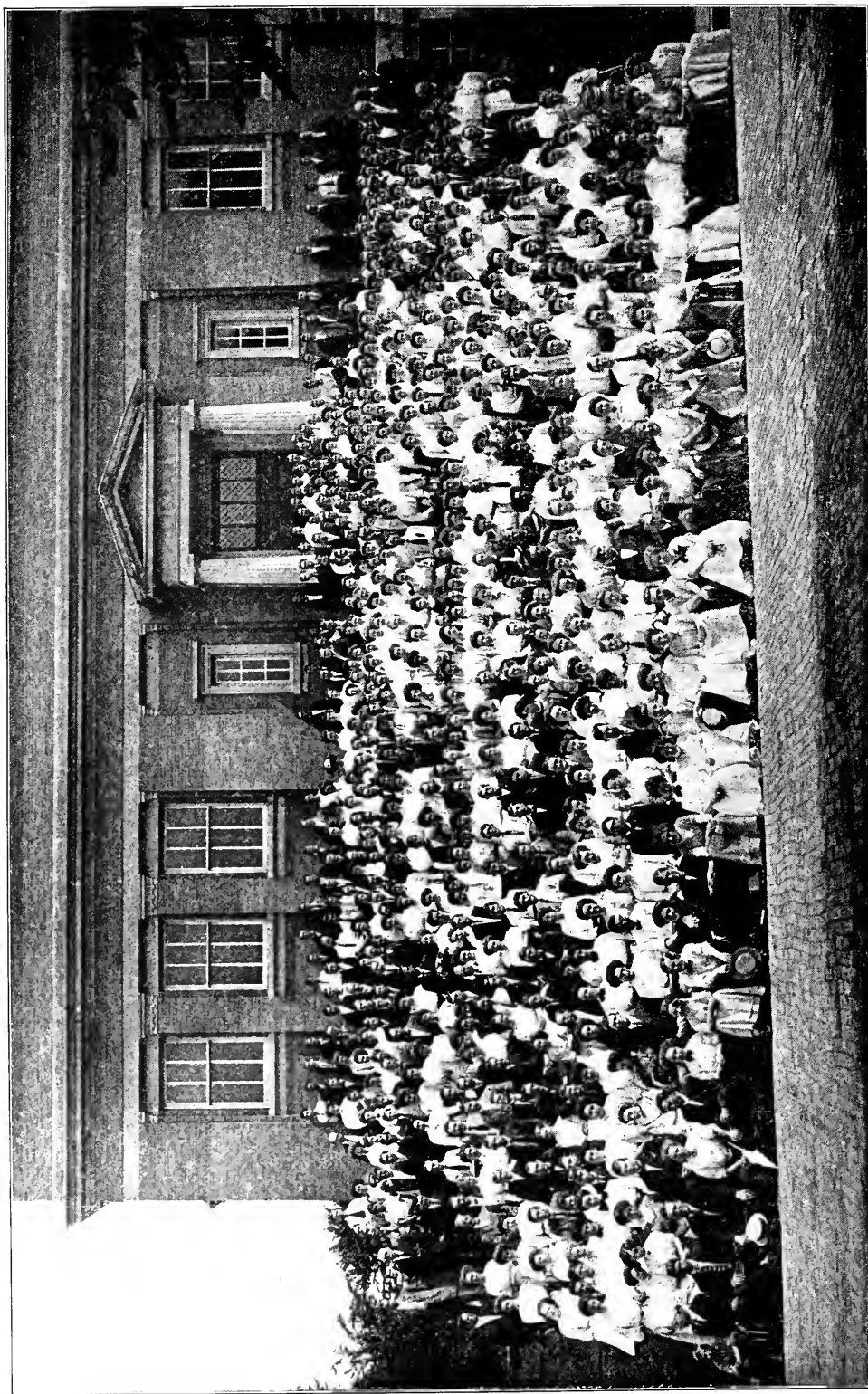
to their charge. Besides, educational institutions are meant to help, not to hinder, young men and women who come to them for training. Entrance requirements cannot be iron-clad without doing vast injury to young men and women who are able to carry conditions and discharge them along with their advance work. A diploma represents so much achievement and it does not matter to anybody but the student whether it is done in three years or four.

The raising of this question is indicative of the disposition of swollen wealth to dictate to



FLETCHER S. COULTRAP, A. M.  
Principal of the State Preparatory School

the schools of higher learning. If there is to be dictation in such a matter as this, why not in others? And how long will it be until the management of these institutions will be practically in the hands of those who have millions to dispense, and policies and teachings will be in the control of a few men? It is a most dangerous situation that is thus foreshadowed, and every effort should be made to escape from it. The men who have managed and are managing the colleges and universities are capable and efficient. They cannot afford to be supplicants for money favors at the expense of their independence of action. Better that the Carnegie millions should be thrown into the sea than there should be this centralization of educational control in the hands of millionaires or their representatives. If we would not invoke a national blight, the colleges and universities, as well as the common schools, must remain in the hands of the people.—Editorial in Columbus Evening Dispatch, June 17, 1909.



Ohio University Summer School, 1909

## THE PROSTITUTION OF EDUCATION.

If one wants to witness a few startling educational somersaults he needs only to keep an eye on some of the educational institutions of the country which are willing to give up all their traditions, yield their charters, and bow the knee to the image of the golden calf in order to satisfy the more or less arbitrary demands of the Carnegie Foundation for the Advancement of Teaching,



**WILLIS L. GARD, A. B., Ph. D.**

**Professor of the History and Principles of  
Education.**

all for the sake of a few prospective pensions for retiring professors. Mr. Carnegie did a generous thing in setting aside \$10,000,000 for this purpose and later offering to add \$5,000,000 to this sum in order to provide sufficient income to enable the Foundation to admit the State Universities to the list of beneficiaries. Many most commendable things have already been done by the Foundation, but it is extremely pitiable and humiliating to notice that already several institutions of higher education have discarded their steadfastness of purpose to adhere to high moral and religious aims in the conduct of their administration and curricula. Sectarian institutions or church

schools were excluded from the possibility of becoming beneficiaries of this fund, but the alacrity with which some of the church-endowed schools have given up their religion and prostituted the very ideals that have made possible their existence in the past and have thus put themselves in the position of suppliant beggars upon bended knee, is disgraceful, to say the least.

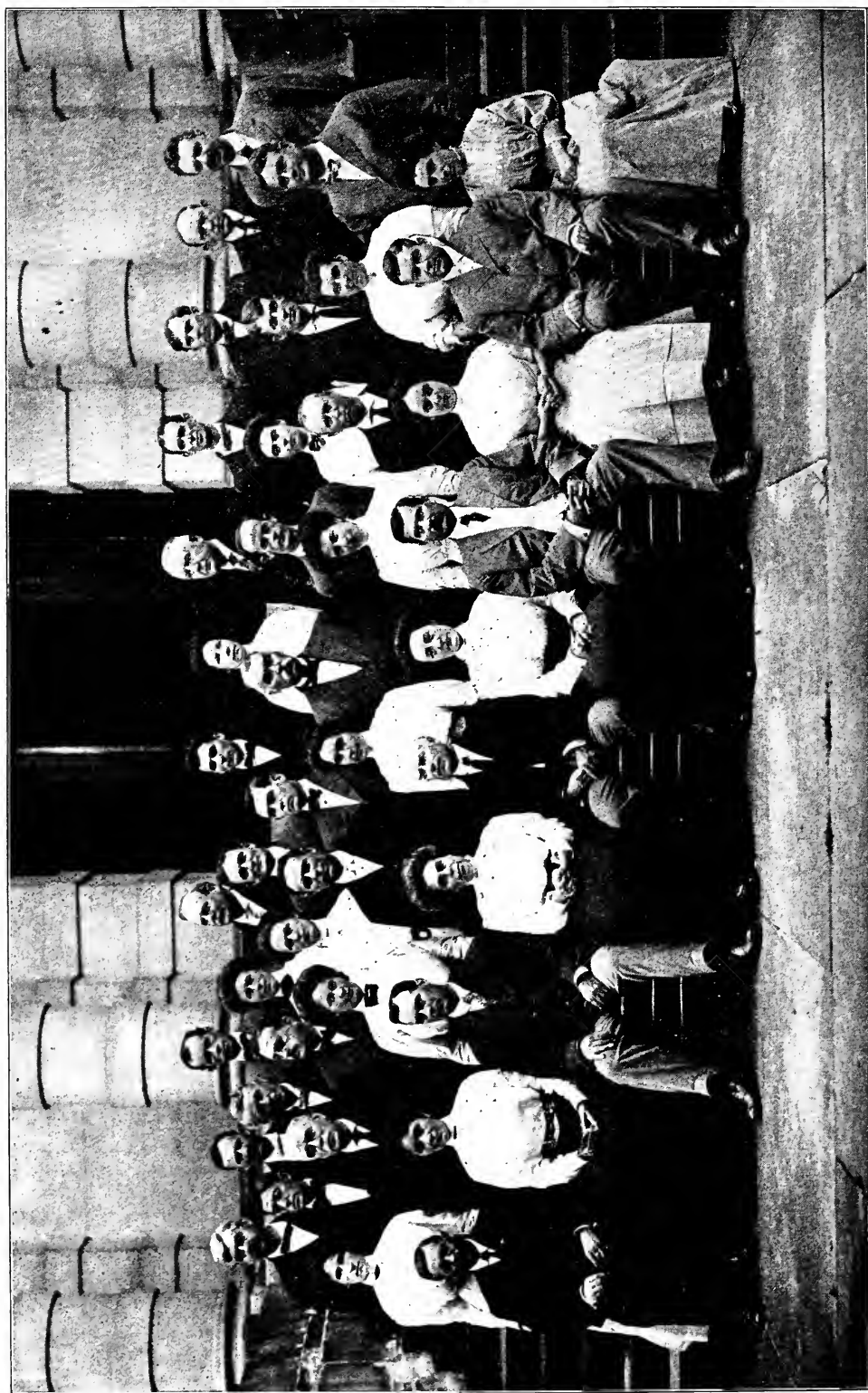
It must not be forgotten that these pensions were provided for retiring and worn-out professors. An educational institution is not maintained as a charitable institution for its professors, but is maintained primarily to prepare young men and young women for the duties of a strenuous and effective public or private career. For an educational institution to yield up all of the ideals for which its founders stood, for the sake of a few paltry dollars, is a disgrace to the good name of higher education.

This Carnegie Foundation Board has declined to admit such institutions as the University of Illinois (admitted by practically all educators of standing to be one of the best institutions in this country), for the reason that the University maintains some courses in Agriculture, Engineering, etc., that are less than four years in length. We wonder who is better able to judge of the wisdom of maintaining such courses, this Foundation Board or President James and those who are on the ground dealing with the actual problems of life in Illinois.

But President Pritchett, of this board, has written a letter to Governor Harmon informing him and in this way the people of the state that the three state institutions of Ohio have also been excluded from the list of pensioners. What a calamity! In some future issue we expect to analyze the charges made in that letter.—The Ohio Teacher, July, 1909.

## FREE UNIVERSITIES—NO DICTATION.

The critics of the plan of placing the University of Nebraska upon the Carnegie teachers' pension list have discovered a real objection to it. That is that the men in charge of the distribution of the fund seek to exercise a general super-



Ohio University Summer School Faculty, 1909

intendence over the universities that accept the beneficence, and insist upon having them run as they think they ought to be run, under penalty of having the pension fund withdrawn from the institution.

In proof of this they bring forward the case of Georgetown university. The regents recently discharged two professors for reasons best known to themselves. Georgetown university is located in the national capital, by the way. The executive committee of the Carnegie Foundation has summarily scratched Georgetown off its list, and its professors must go pensionless or move elsewhere. The reason assigned in the dispatches is that the committee believed the university had not

The advocates of the acceptance by Nebraska of the Carnegie fund have contended that Carnegie had, by the terms of his gift, placed the control of the fund beyond the reach of his control, but the dictation sought to be exercised towards Georgetown smacks a great deal of the ironmaster's methods. The only reason that actuated the News in urging the acceptance of the pension by Nebraska is that all of its rival universities were going in, thus leaving Nebraska at a disadvantage upon what seemed to be in most part a quixotic ground of refusal. But before it can be accepted by Nebraska the conditions must be made so clear that no such club as was shaken over Georgetown's head can be wielded over that of Nebraska. Freedom with poverty is as much to be desired in the university as in the individual.—Editorial, Lincoln (Neb.) News.

The Boston Transcript, referring to the arbitrary and high-handed action taken by the Foundation in the case of the George Washington University, speaks as follows:

It is a matter of most serious moment to every institution which either is, or contemplates being, one of the "accepted institutions" of the Carnegie Foundation, whether under the guise of a regard for academic freedom this or any other outside organization shall be permitted to assume sides in local controversies, seek to direct the policies of institutions, "investigate" conditions, and render half-true "reports" concerning them which shall be sown broadcast throughout the country and yield their result—some thirty, some sixty, and some an hundredfold. Dr. Pritchett has acted within his technical rights in what he has done. He may even have acted wisely and for the best interests of education. But he must rest under the imputation of injustice, hasty action and tactlessness. A repetition of such conduct toward a stronger and more firmly placed institution will largely diminish the efficiency of the Carnegie Foundation.



**HIRAM ROY WILSON, A. M.**  
Professor of English

acted right by the two retired professors, and anyway, that the institution was trying to cover too broad a field with the financial backing at its command.

This phase of the matter can not be over-emphasized. If the Carnegie executive committee can exercise the power of veto on university management, then no self-respecting university can place itself under obligations to it. The critics say with considerable force that if the Carnegie committee can say who shall not be discharged as professors, then it can also say who shall be discharged, or who shall be engaged. It is also true that no such outside interference with the judgment of the regents can be permitted on the personnel of the teaching force or the field covered.

### ATTEMPT TO DOMINATE EDUCATION

#### In the South by Rockefeller's Board Faces Defeat in Georgia Legislature.

Atlanta, Ga., July 15.—The charge that Rockefeller and his General Education Board are responsible for certain bills before the Legislature radically changing the educational system in Georgia has caused great indigna-

tion and will result in the death of the bills.

The measures were introduced by Mr. McMichael "by request." They enormously increase the power of the State Board of Education, giving it the right to amend or abolish the charters of the educational institutions granted by the Courts or the Legislature.

In proposing the bills before the House Committee, Bishop Warren Candler, of the Southern Methodist Church, alleged that "outside" sources prepared the bills and that some person or persons are trying to make an educational machine in Georgia skillfully adapted to their ends and warranted to work out all their purposes.

These bills are strikingly like the proposals of the agents of the General Education Board

on Mr. Rockefeller's seventieth birthday, the New York World says:

This \$53,000,000 he has given the General Educational Board is for a single purpose—to multiply and widen educational facilities for American boys and girls, irrespective of creed or anything else. Colleges all over the country, particularly in those sections where the need is greatest, are the beneficiaries of the fund. They receive \$5,000, \$10,000, \$50,000, \$100,000 or \$200,000, or whatever sum the trustees of the fund believe they are entitled to.

There is generally more than *one* way of looking at a thing. Let the purpose set forth, in the quotation given, be rigidly adhered to by the Education Board and there will be no reference to "tainted money" and "predatory wealth" made by sensible people. Such will resent, however, to the bitter end, any undue interference by the Education Board, or any other agency save a governmental one, with educational foundations established by the people through their legally accredited representatives.



OSCAR CHRISMAN, A. M., Ph. D.  
Professor of Paidology and Psychology

#### DR. ELLIS'S LETTER.

Dr. Ellis in coming to the defense of Ohio University against the adverse criticisms of Carnegie's man deserves unbounded praise. Dr. Ellis's letter rings true from start to finish and, better than that, it is true. He with his loyal co-workers not only know what is good for Ohio University, but they are going ahead and putting their ideas into effect for the good of Ohio and the inhabitants thereof, and all this regardless of the devil or Andrew Carnegie.

Ohio University is rising up a great school and it is meeting the needs of the young men and women in this neck of the woods who want to go to school and who need to go to school, and as the proof of the pudding is in chewing the string, so is the test of the work of this school the finished product, and it is sincerely hoped that the grand old school will never turn out an Andrew Carnegie to prey upon his fellow creatures with the talons and beak of a tariff-fed and tariff protected monopoly.

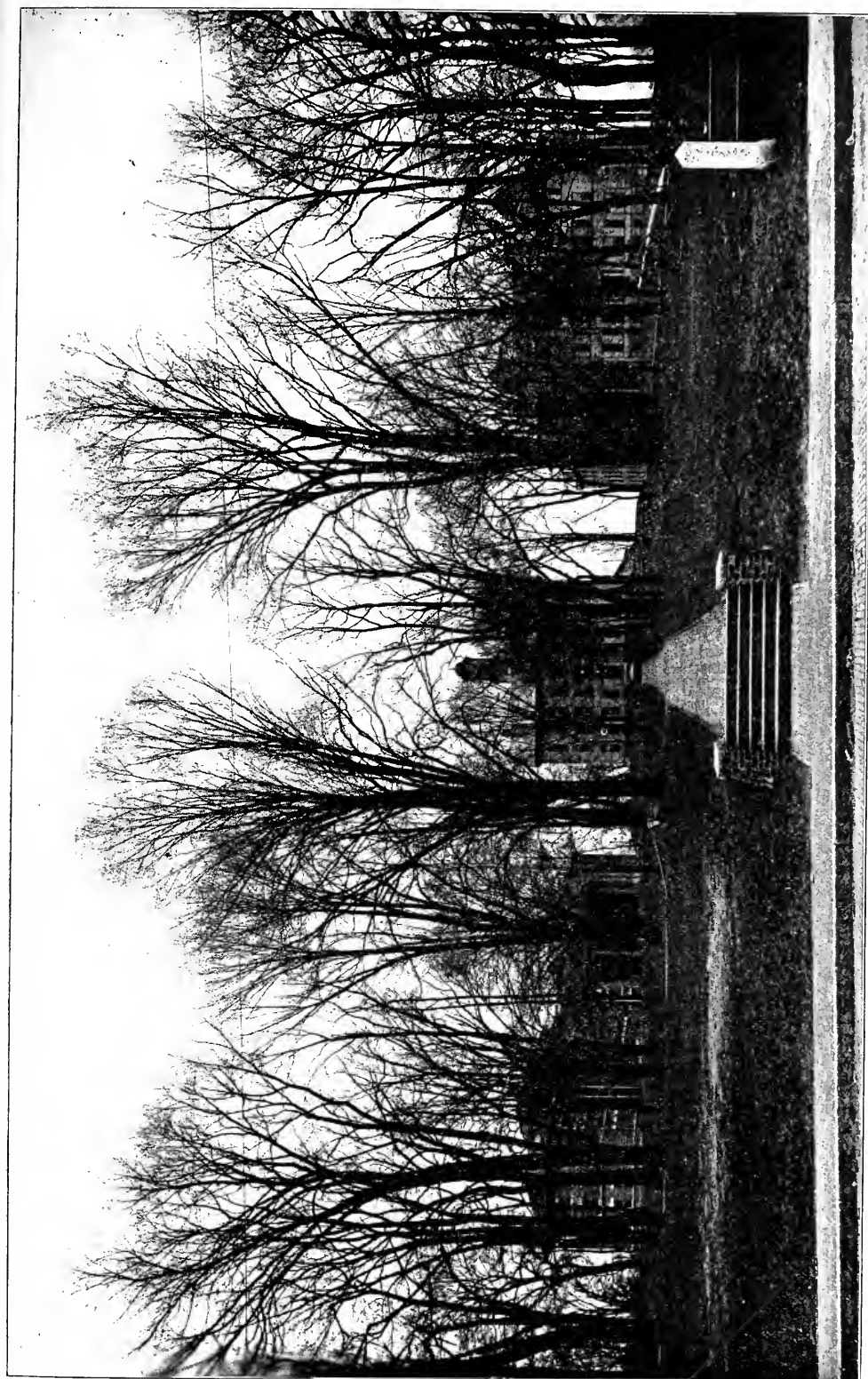
There is another phase to the question and that is that when the great state of Ohio gets so poor that she cannot maintain her own

(the Rockefeller Board) adopted in a meeting held in Atlanta under the Presidency of the Secretary of that board. The agents of that board and its emissaries are abroad in the land and they are giving especial attention to the South.

The bills, it is alleged, are part of the campaign of Rockefeller and his board of dominate education in the South.—News items in Daily Papers.

Note: Mr. John D. Rockefeller recently added \$10,000,000 to the fund already under the control of the General Education Board, making the total of his gifts to that philanthropy foot up the large sum of \$53,000,000. Commenting on the last gift, made





Ellis Hall

East Wing

Central Building

West Wing

Ewing Hall

institutions without begging aid from some rich New Yorker, she will be poor indeed and much poorer, evidently, than Dr. Ellis is willing to grant.

Bravo, Dr. Ellis, with his manly attitude of a fighting man.—Athens Journal.

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### STATE UNIVERSITIES AND OTHER TAX-SUPPORTED INSTITUTIONS OF LEARNING.

The National Association of State Universities met at Washington, D. C., Nov. 16th and 17th, 1908.

Two important papers were presented, as follows:

1. "The Relation of State Universities Separate from State Colleges of Agriculture and Mechanic Arts to State Universities Embracing Such State Colleges." by President George E. MacLean. State University of Iowa.

2. "The Problem of Higher Education in

say the subject for discussion is the relation of these various institutions to one another. It seems to me that the discussion has been entirely one-sided in that it has not recognized that any independent relationship exists. In other words there is but one institution that is to survive as the result of the death of all the others; or, to put it in a different form, all other institutions, save the State University, in order to have peace, must by some process become connected with the State University as an integral and yet subordinate part thereof. The main portion of the discussion this morning was in reference to the relation of the Agricultural College, where it exists as a separate institution, to the State University, where it exists as a separate institution; and if I obtained a correct understanding from what was said by one of the speakers, the idea was sought to be conveyed that the agricultural college would thrive best in connection with the university, that the university would broaden its work and enlarge its aim and promote its efficiency better than those ends would be attained by the agricultural college working as an educational entity.

Now, fortunately or unfortunately for me, I have had connection with both phases of the educational work described here this morning. For eight years I was president of an agricultural college and for an equal length of time I have been president of a university, and I can see the subject from at least two stand-points. Where no agricultural college exists separate from the university, where the state has entered upon a policy of establishing the agricultural college as a part of the State University, the question is solved once for all; but where the people in their wisdom have established the agricultural college as a separate educational institution, the question comes up at once, is it the best policy for the people, or is it the best policy for those engaged in fostering the university to agitate a union which would destroy the educational entity of the agricultural college by merging it with the university as a college of that institution?

I have the opinion, sir, that when Justin Morrill brought forth those famous measures in Congress for the establishment of agricultural and mechanical colleges in the



**CHARLES M. COPELAND, B. Ped.**  
Principal of the School of Commerce

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the States that Maintain more than one College or University." by Chancellor Frank Strong, University of Kansas.

In opening the discussion that followed the reading of these interesting papers, President Alston Ellis, of Ohio University, spoke as follows:

Mr. President, I said something this morning on this question. I do not know that I shall be able to reinforce what I said then by what I may be able to say now. You



United States he did not have in mind that those institutions would be connected with established educational institutions. If so, what was the particular end of the legislation that he fathered? Time and again he said, and the original act says for him in his own language, that the purpose of these institutions was to promote a new phase of education, which the older institutions had failed to promote; and it was thought by those who were instrumental in furthering that famous measure that the older institutions by their traditions and customs and courses of study were out of sympathy with the idea he had in mind, namely the education of the industrial classes in the different pursuits and professions of life. I have not a doubt in the world, sir, that the agricultural college has stepped beyond the province which it was intended to occupy, but possibly it has been led to do that as much by the encroachments of the university upon its legitimate sphere of work as by any attempt upon the part of those who were connected with it to step into the realm that should be properly occupied by the university. It seems to me that wise legislation in those states where the two institutions have a separate existence ought to put definite and clear limits to their work and thus give as little cause for friction between these two arms of the educational service as possible.

It was said here this morning with reference to the agricultural college in Colorado that but a small percentage of the students there are really engaged in the study of agriculture. I do not know where those statistics were obtained, or to what year they relate, but I can say here that when I left 357 different students there eight years ago every one of them was a legitimate student of the college of agriculture. The young women did not go into the field and plow and reap and sow, it is true, but they did pursue a course of study that was intended to fit them especially for a life upon the farm, to become the wives of farmers, and to participate in the great industrial work in which farmers engage.

The engineering work, civil, irrigation, and mechanical, was not widely extended but was brought in close touch with those movements designed to promote the material interests of the State of Colorado.

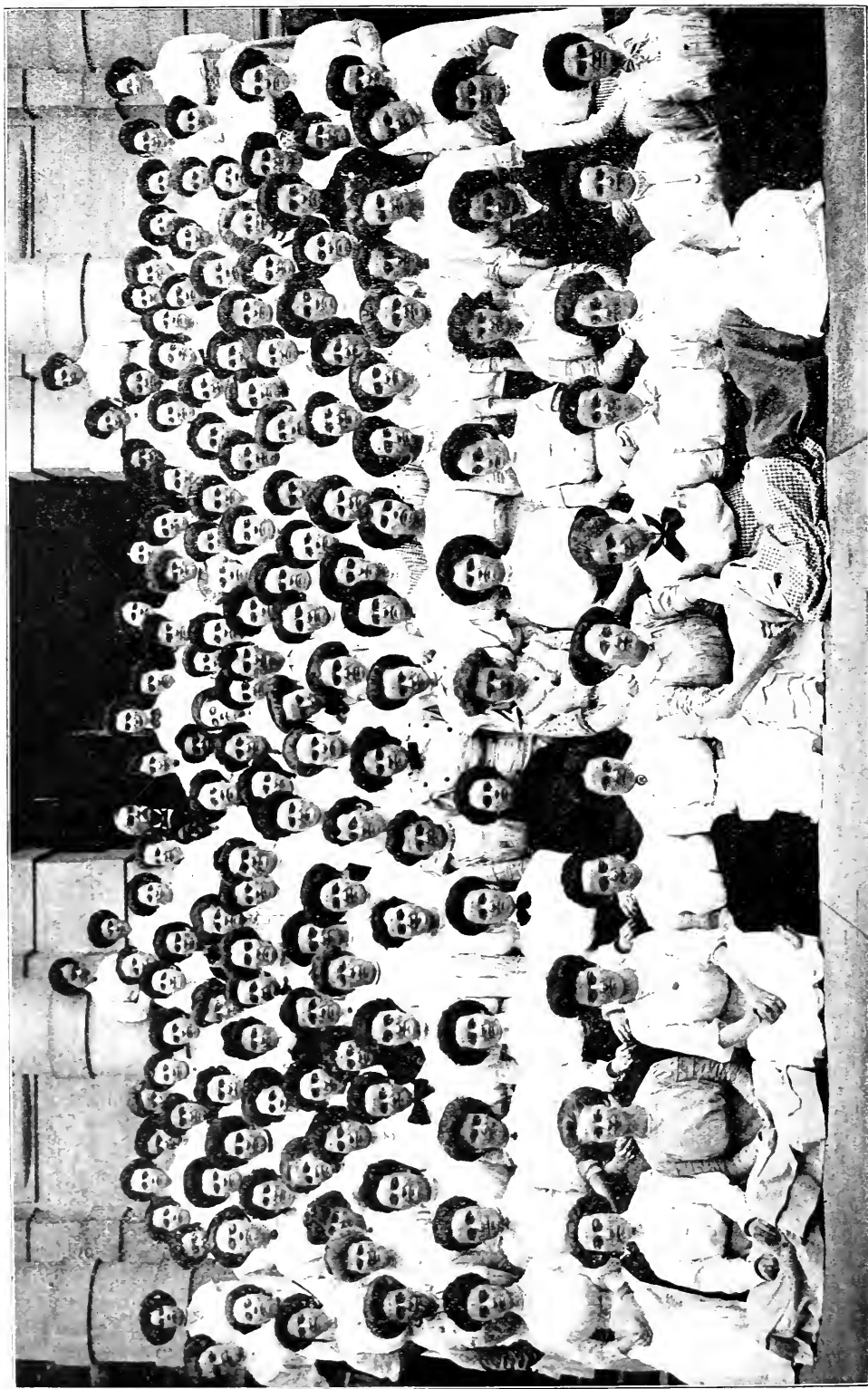
An irrigation engineer in that state has before him a problem in which a large number of the people are vitally interested. An agricultural and mechanical college without some means for instruction in mechanics would surely be lacking in one of the essential elements that should make up the work of such an institution; and the work of this department was largely to familiarize the students with some of the elementary principles of machinery and the handling of tools so that when they returned to the farm they would not be unduly ignorant of such things but would be able to make practical application of some of the things that they had learned in college.



**BIRDINE STANLEY**

**Dean of Women and Instructor in Physical Culture**

I say that instead of there being any fifteen per cent., or twenty per cent., or twenty-five per cent. of the students of the agricultural college of Colorado who engaged in studies leading up to agricultural pursuits, that every one of them was pursuing such a course of study. There was no classical course and there never was while I was connected with the institution. I will say to you, in conclusion, that where these institutions exist as separate foundations to-day we should be just enough and charitable enough to let them alone, to let each one follow in its own educational way. If each will cease grasping effort to gain over to itself what legitimately belongs to the other there will be no trouble.



Class in Primary Methods, Summer School, 1909, State Normal College

There is a legitimate field of educational effort for both the agricultural college and the university, and the one has just as much right to trespass upon the field occupied by the other as the reverse of this condition; and I have an idea that the aggression has come from both sides. Those in the universities have been disposed to magnify their offices and to arrogate to themselves the use of all the educational machinery they could put their hands on; and the agricultural college people have been prompted to emulate the universities in their effort to widen courses of study and have possibly gone beyond the legitimate sphere which they should cover.

Now, my friends, there is room in some states for these different institutions devoted to specific educational work, and I do not believe in the idea that has been advanced here so many times by members of this Association that the State University, or one educational foundation, shall be made to overshadow all the others and to monopolize or dwarf them, if there should be others, and put them out of the educational field. I think the proper plan would be to conserve our energy, divide the work as far as possible, and live and let live in the matter we are discussing.

I may be pardoned, I trust, for mentioning the condition that exists in Ohio to-day. We have there three universities supported by the state; you may say four, if you include the Wilberforce University, which is for the colored people exclusively. I stand here as a representative of the oldest of these three institutions, to place myself on record as saying, as emphatically as language can be made to express the thought, that I have no desire other than to see the well being of every one of them. The Ohio State University which is the leading educational institution in the State of Ohio, has my absolute good will. I would hesitate a long time before I would throw the slightest obstacle in the way of its progress; and the more our friend Brother Thompson, president of that institution, can build it up, the more I shall think of him and the more I shall think he is contributing to the best interests of the state to which I belong. I say that there is room for all these institutions and if the suggestion should be made that the State University of Ohio

should stand for a policy of suppression or a policy of taking to itself all that the other institutions teach, or to place all under the same board of managers, it may be, let me tell you, that there are graduates of Ohio University from away back to 1815, beginning with the honored Thomas Ewing and coming down to modern times, with a half dozen Methodist bishops, who would stand up with one voice to protest against the destruction of that institution which is their *alma mater*, the institution from which they received their degree, and their preparation for life. There is room for all of us.

I like that portion of the address of President MacLean (of Iowa), this morning, where he spoke of the good feeling that



**WILLIAM B. BENTLEY, Ph. D.**  
Professor of Chemistry

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should exist. In Ohio we have twenty-two institutions of learning, of college rank, that belong to the Ohio College Association. Do you know what I think the attitude of the State University ought to be towards these foundations? One of absolute cordiality and good will. What is the difference to me as a citizen of Ohio, interested in its welfare in every direction, whether a young man receives his education at the Ohio Wesleyan University, at the Western Reserve University, at the Cincinnati University, at the Ohio University, at the Ohio State University, or at Miami? What is the difference to those connected with the State University where the children of the state receive their higher educational instruction, except they

1804

Ohio University

1909

Athens, Ohio

## Annual Commencement

June Twentieth to Twenty-fourth  
Nineteen Hundred and Nine

## Sunday, June Twentieth.

- 10:30 A. M.—Baccalaureate Address, Hon. James E. Campbell, LL. D.,  
Columbus, Ohio.  
3:00 P. M.—Union Meeting of Y. M. C. A. and Y. W. C. A. Address by  
Rev. T. L. Lowe, D. D., Columbus, Ohio.  
7:30 P. M.—Annual Sermon, Rev. Don D. Tullis, '98, Terre Haute, Ind.

## Monday, June Twenty-first.

- 7:30 to 11:30 A. M.—Final Examinations Concluded.  
3:00 to 5:00 P. M.—Exhibits of the Work of the Art Departments: Third  
Floor Ewing Hall and Fourth Floor Ellis Hall.  
Electrical Exhibit: First Floor Ewing Hall.  
7:00 P. M.—Receptions to Alumni and Visitors by the Literary Societies.  
8:00 P. M.—Annual Oratorical Contest.

## Tuesday, June Twenty-second.

- 9:00 A. M.—Closing Chapel Exercises.  
3:00 to 6:00 P. M.—Reception by President and Mrs. Ellis.  
8:00 P. M.—Annual Concert by the College of Music.

## Wednesday, June Twenty-third.

- 8:00 A. M.—Annual Meeting of the Board of Trustees.  
9:30 A. M.—Senior Class Day Exercises.  
2:00 P. M.—Base Ball Game, Alumni vs. Ohio University.  
8:00 P. M.—Alumni Banquet.  
Alumni Address by Hon. Timothy S. Hogan, '95, Wellston, O.

## Thursday, June Twenty-fourth.

- 9:00 A. M.—Graduating Exercises, College of Liberal Arts.  
President's Address and Presentation of Diplomas to Graduates  
of the College of Liberal Arts, the State Normal College,  
the School of Commerce, the College of Music, and the  
Engineering Departments.  
1:30 P. M.—Adjourned Meeting of the Board of Trustees.

may want to have control of the whole educational field? Suppose all the other foundations were abolished. If such were the case, even though the higher education were sought to be accomplished through the State University and that university attempted to control all the educational work that is now being done, I believe that the people who now have wide

opportunities for higher education would be limited to a very restricted field and possibly not one-third of the students now being educated in higher educational institutions in Ohio would receive higher educational advantages under the new condition of things; but I beg the pardon of the Association for taking up so much time.

OHIO UNIVERSITY,  
ATHENS, OHIO.

PROGRAM OF EXERCISES FOR THE  
OPENING DAY OF COMMENCE-  
MENT WEEK SUNDAY,  
JUNE 20th, 1909.

Baccalaureate Service.

10:30 a. m.

Septet, "Kyrie Eleison" - - Gounod  
Scripture, - - - - - Exod. 32: 1-10

Dean Edwin W. Chubb.

Prayer, - - - President Alston Ellis  
Solo, "These Are They" - - Gaul  
Miss Theobald.

Baccalaureate Address, "The Worship of  
Mammon," Hon. Jas. E. Campbell, LL.D.  
Solo, "Lord God of Israel." - Mendelssohn  
Mr. Kurtz.

Benediction, - Rev. H. Marshall Thurlow

Union Meeting of the Y. M. C. A.  
and Y. W. C. A.

3:00 p. m.

Hymn 104 - "True Hearted, Whole Hearted"  
Scripture, - - - - - Psalm 100

H. L. Ridenour.

Prayer, - - - - - Mary J. Eaton  
Duet, "Holy Father," - - Wallace  
Misses Theobald and Spencer.

Address,

"The New Message for the New Age,"  
Rev. Thomas L. Lowe, D. D.

Quartet, "Crossing the Bar," - - Parks  
O. U. Quartet.

Benediction, - Rev. F. M. Swinehart

Annual Sermon.

7:30 p. m.

Solo, "My Soul is Athirst," - - Gaul  
Mr. Crumit,

Scripture, - - - - - 1 Sam. 10: 17-27  
Dean Henry G. Williams.

Prayer, - - Prof. Frederick Treudley  
Solo, "Thy Rebuke," - - Handel  
Mr. Speck.

Annual Sermon "The God-touched  
Man in the Changed Order,"  
Rev. Don D. Tullis, A. M.

Solo, "The Mercy Seat," - - - - Leo  
Miss Spencer.

Benediction, - - Rev. W. H. Boden

## Baccalaureate Address

(Ohio University Auditorium, Sunday, June  
20, 1909.)

By

Hon. James E. Campbell.

**MR.** R. PRESIDENT, Gentlemen of the  
Board of Trustees, Members of the  
Faculty, Alumni, Students, Ladies and  
Gentlemen:

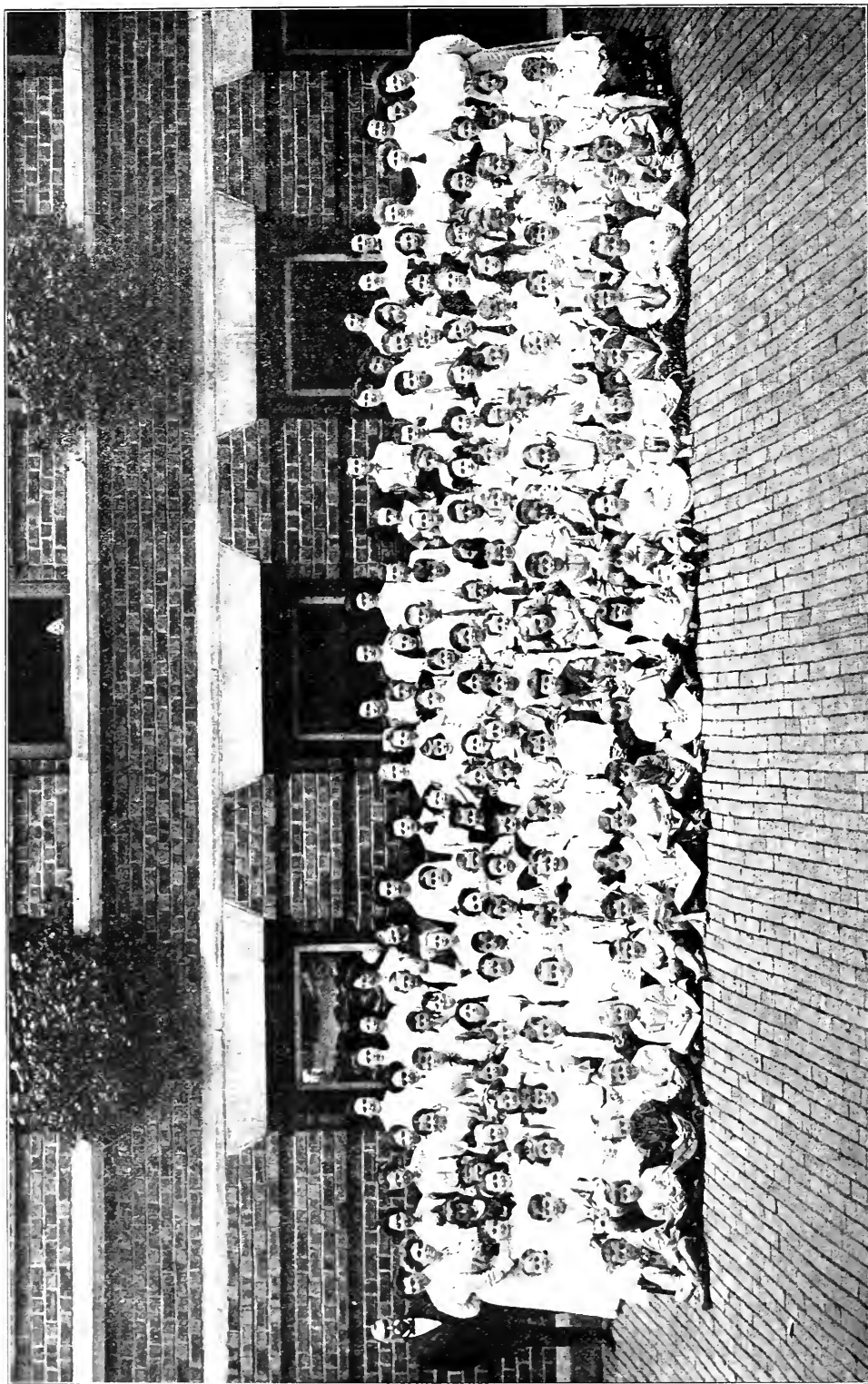
There must be inspiration to the students of  
the Ohio University in the knowledge that it  
is the pioneer college in all that imperial do-  
main lying between the Allegheny mountains  
and the Pacific, which has since become the



LEWIS JAMES ADDICOTT, B. S.  
Professor of Civil Engineering

peaceful home of fifty millions of the best edu-  
cated people on earth; and there must also be  
much to incite them in the remembrance that  
the first graduate, that intellectual giant the  
elder Ewing, by an enviable career as jurist  
and statesman, set so lofty an example for the  
emulation of all who might follow. Fortunate,  
indeed, are those who can pass their academic  
years upon a spot clustering with such his-  
toric memories.

The imposing buildings, occupying and  
environing this beautiful campus, are just-



Training School of the Ohio University Summer School, 1909

ly prized monuments to the love of learning innate with the people of Ohio (as yonder shaft is an enduring monument to the fortitude and valor of the soldiers of the Union), but by far the noblest monument to the state which founded this institution is the sturdy young manhood and superb young womanhood which, year by year, go forth into the world to exemplify the happy result of the first attempt, in all history, to establish universal education by the fiat of government and at public expense—for this University, at the very beginning, was inwrought into that experiment. The Ordinance of 1787 creating the "Territory northwest of the river Ohio," contained a new and unique proposition—a mandatory provision that schools and the means of instruction therein should be provided by the state.

As soon as this new territory was organized, there poured into that portion of it which now constitutes the State of Ohio, a stream of emigrants, the like of whom had never been known. Almost without exception they were revolutionary soldiers, young, vigorous, brave, God-fearing, brimming with love of the country for which they had fought and saturated with that spirit of human advancement which, by solemn statute, had decreed that prohibition of slavery and public education should be the foundation of the state. The Puritan of New England, the Knickerbocker of New York, the Quaker of Pennsylvania, the Protestant cavalier of Virginia and the Catholic cavalier of Maryland, the Scotch-Irish of North Carolina and the Huguenot of South Carolina, side by side, built their rude cabins, school-houses, and churches. From the intermingling and crossing of these various strains of blood was bred that matchless race of men, who, when the great crisis came in 1861, and the titanic struggle for the Union began, at once stepped to the front and made Ohio the acknowledged leader of all the other states in the field, the cabinet, the forum, and the halls of legislation. In those four tragic years of civil war which followed, Ohio reaped her first, and most glorious, harvest from the priceless heritage left her by her founders.

Before the creation of the Northwest Territory, public schools, as we understand the term, did not exist. The best colleges

then offered a curriculum scarcely equal to the present high school. Washington, although one of the richest men of his day, spelled indifferently, knew just enough of mathematics to survey land, and had practically no acquaintance with the classics or sciences; yet, from an educational point of view, he was abreast of the leading men of his time—barring only a few notable exceptions such as Adams and Jefferson. Now, however, as we look upon our numerous colleges, technical schools, high schools, laboratories, observatories and libraries, and are overawed by the unlimited millions, "tainted" or otherwise, poured out for education—and especially when we note that in the smallest and most remote villages the largest and best structure is always the



THOMAS N. HOOVER, M. Ped., A. M.  
Professor of History

public school—we realize the transformation that has taken place, and the indispensability of thorough education as an equipment for modern life.

Nationally, we have become pre-eminent—ly the educated people of the world. Other nations recognize that our phenomenal success is largely owing to the universality of knowledge. A leading English periodical, in a recent article on this subject, expressed amazement at the way in which "this educated democracy," as it termed us, always rose to the full measure of each national crisis and finally settled upon the correct solution of every social and political proposition. The whole world has reached the stage when the



race for national supremacy—aye, almost for national existence—is as dependent upon the difference in education as is the struggle between competing individuals. The recent war between Russia and Japan has given this generation an object lesson in this respect which are too obvious and convincing to be overlooked.

Russia is many times as large, as populous and as rich as Japan, and was able to put more men in the field, yet she was ignominiously defeated—was out-generaled and out-fought both on land and sea. The explanation is simple—lack of general intelligence. Andrew D. White, former ambassador to Russia, states that "the Russian peasant is the most ignorant

provisioning, individual education of the men in the preservation of health, treatment of wounds and other details requiring exceptional technical information, were the marvels of the world. At Mukden the line of battle stretched across a front of nearly seventy miles, yet the Japanese electricians had no trouble with telegraph and telephone service, but kept the generals in constant touch with their troops and with one another. In all these things Russia was found wholly lacking, not from want of normal soldierly qualities in her men (for Napoleon gave them a certificate of bravery), but from sheer ignorance on the part of the private soldiers and the incomplete education of the officers; nor can the result of that war be explained by the assertion that the Russian peasant belongs to a mentally inferior race, for, in the city of New York, the teachers report that the children of emigrant Russians are the brightest in the public schools; and the cosmopolitan nature of the population of that city makes such a test probably the best that can be found.

As a result of the Spanish-American war, the Russo-Japanese war, the China-Boxer rebellion, and the recent upheaval in that country, the breakdown of ancient dynasties in Turkey and Persia, the changes in Korea, the revolution in Venezuela, the secession of Panama, and the partition and settlement of Africa, we are at the dawn of the greatest geographical, governmental, social, and diplomatic possibilities that the world may ever know. In this bewildering day of wireless telegraphy, aeroplanes, automobiles, submarines, smokeless gunpowder, and the uncanny wizardry with which Luther Burbank transforms the vegetable kingdom, scientific invention and agricultural production seem to be passing all bounds. Owing to the organization of great corporations and staggering aggregations of capital, the business methods of producing, transporting, and distributing the products of the soil, the factory, and the mine, within a few years, have undergone a complete and disconcerting revolution. Therefore, young men who are now coming upon the stage should consider their future almost with awe, for no such opportunities for



**LILLIAN GONZALEZ ROBINSON, A. M.**  
**DR. ES LETTRES,**  
 Instructor in French and Spanish

in the world," and that "the Russian ministry tries to prevent enlightenment." The persistent, traditional policy of Russia has been to keep her people in gross ignorance, and to thwart every effort for popular education. Japan, on the other hand, has one of the finest educational systems in the world—organized by a native of Ohio—a compulsory system by which nearly every child gets a fair education. Her provision for the higher branches, especially the practical sciences, is unsurpassed. In her medical corps for instance, there was no such utter failure as the Russians experienced, and no partial breakdown such as occurred to us in the Cuban war. Her system of transportation, equipment,



**Soldiers' Monument, Ohio University Campus, Athens, Ohio**

good, and no such temptations for evil, were ever set before any former generation. There never has been a time when education without character would have been such a mockery—when there was such need in young men entering upon their careers, for integrity, morality, and steadfast adherence to lofty ideals.

Every era has its especial peril for the ambitious young man of vigorous mentality and superior attainments. The overshadowing danger which menaces him to-day is the appalling lust for wealth. There is no doubt that young men are beset, as never before, by the mad rush for riches which threatens to engulf the business and professional world. The worship of the "Golden Calf" goes on at a rate which totally eclipses the days of Moses and Aaron. Money-making has become so easy, and so well-nigh universal, that it absorbs nearly all other purposes of life. The school boy of fifty years ago frequently recited a declamation of Beecher's beginning with the sentence, "We must educate. we must educate. or perish by our own prosperity." How much more imminent of

realization is that prophecy to-day? Then a few thousand dollars was a fortune—now a hundred million is no uncommon holding in a single family. Already the world in general ardently admires and servilely imitates him of whom the Scripture says, "Lo, this is the man that made not God his strength but trusted in the abundance of his riches."

While legitimate fortunes, of a reasonable size, are signs of health and prosperity, overgrown and corrupt wealth is an omen of decay and dissolution. Day by day the common people are getting deeper into bondage to soulless monopolies controlled by men utterly ruthless and relentless. Revelations of the reprehensible methods by which untold fortunes are made have shocked the most callous consciences. The revolting crimes perpetuated in the oil business, the wholesale poisoning of our soldiers by embalmed beef and of the entire population by other infected foods, the speculations through false weights by the sugar trust, the unspeakable malfeasance in handling the sacred funds of life insurance companies and other corporations holding fiduciary relations to the people, and a thousand and one

other modes of remorseless plunder, tend to show that unholy greed of gain is the ruling passion of the age. We seem to be engaged in trading off character for wealth. The high ideals of the past, apparently, have been lost. Some of the present conditions as depicted by thoughtful men, may profitably be quoted here.

Dr. Washington Gladden, perhaps the ablest pulpit orator in the country says:

"To a great extent the worship of Mammon has supplanted the worship of God. \* \* \* Love of money, faith in money, devotion to material things has become the prevailing distemper of the times. It was doubtless true when the Apostle said it, but it is probably ten times truer now than it was then. that the

control the markets of the country, of the special favors the railways have granted to some of their shippers and the manifest injustice and ruin they have imposed on others, of the incalculable values, and lacks of value, given to securities in the stock market by methods of financial manipulation long in vogue unchecked, almost unheeded."

And then he phrased the lesson to be learned therefrom in these few but cogent words:

"No mere material object gained ever brought happiness. No man lives with his possessions. He lives with his thoughts, with his impulse, with his memories, his satisfactions, and his hope."

Commenting on the unchecked sway of greed and avarice, the historian Lecky writes:

"In the management of companies and in the great fields of industrial enterprise and speculation, gigantic fortunes are acquired by the ruin of multitudes and by methods which, though they evade legal penalties, are essentially fraudulent. In the majority of cases these crimes are perpetrated by educated men who are in possession of all the necessities, of most of the comforts, and many of the luxuries of life, and some of the worst of them are powerfully favored by the conditions of modern civilization. There is no greater scandal or moral evil in our times than the readiness with which public opinion excuses them and the influence and social position it accords to mere wealth, even when it has been acquired by notorious dishonesty or when it is expended with absolute selfishness or in ways that are positively demoralizing."

A final quotation is the following from the late Bishop Potter:

"What is the one dominant hunger from one end of this land to the other? It is the greed for gain. Touch what member you will in the great body politic and you will find the question of gain behind it. Listen to what scandal you may in the haunts of politicians or the halls of fashion—the final standard in the whole business may be expressed by the dollar mark. It seems to me that the moral sense of the American people is being deteriorated and eaten away, and our individual character and national life are threatened."

The testimony of such men as these cannot be ignored. They are not incompetents or failures; neither are they anarchists senselessly reviling the rich and successful—they are sound thinkers, close observers, great leaders and chosen teachers.

It is almost impossible adequately to portray the gross moral degeneracy resulting from this modern worship of Mammon, although a perusal of the daily newspapers gives some idea of it. Vulgar display, os-



**MARIE LOUISE STAHL**  
Instructor in Drawing and Painting

love of money is the root of all evil. \* \* \* It is producing social and political disintegration. It is sowing dishonesty, suspicion, and enmity. It is hurrying us on to the paths that lead to anarchy. \* \* \* In the cool brutality with which properties are wrecked, securities destroyed, and people by the hundreds robbed of their little all to build up fortunes of the multi-millionaires, we have an appalling revelation of the kind of monster that a human being may become. Much of this wealth has been gained by the most daring violations of the laws of the land: by tampering with courts of justice; by the bribery of city councils or legislatures, and even by Congress itself; by practices which have introduced into the body politic a virulent and deadly poison which threatens the life of the nation."

Just a week ago President Woodrow Wilson stated the situation as follows:

"I need not remind you of the various abuses in the business world which recent legislation has been more or less unsuccessfully attempting to correct, of the vast combinations by which capitalists in this, that, and the other line of enterprise have sought to

tentatious extravagance, vile debauchery, frequent divorce, obliteration of family ties, absence of old-fashioned home life, and a lost Christian Sabbath, are a few of the ulcers, now sapping public morality, which have followed in the wake of "predatory wealth." In addition to this, the bribery and scandals, exposed by recent investigations of municipal governments, indicate a deplorable degree of civic iniquity; while the disappearance of even a pretense in the equality of business opportunities has almost effaced the hopefulness and high-spirited courage with which young men should face the future.

The days have gone by when commandments are sent down on tablets of stone direct from heaven, as described in the Bible reading just listened to, but, if they were, a latter-day Moses would again break those tablets, in anger, upon the mountain rock. He would again find the people bowing down to a "Golden Calf," but unfortunately he would not be able to burn to-day's calf in the fire, grind it to powder, strew it upon the water, and force us to drink of it—his "gold cure" would not reach the present disease. Moses was a "rugged issue" old hero to whom (instead of to his flabby brother, Aaron) the Lord said, "Whosoever has sinned against me, him will I blot out of my book"; but we are too many in number to be punished by such a puny hand as his. We are not too powerful, however, to be reached by the vengeance of God, whose methods are unchangeable and eternal, and who, according to the holy text, "*plagued the people because they made the calf.*"

There have been many republics. Some have lived a long time—one more than a thousand years. Dissolution finally came to all, and came from a single cause—concentration of wealth and consequent corruption of morals. Brooks Adams, in a book entitled "The Law of Civilization and Decay," has analyzed this disease most thoroughly and portrayed its results most graphically. The question for us is, are we treading the same path? Apparently we are; and we may ultimately share the same fate unless saved by the thorough and universal education of the masses. We differ from all former civilizations in that respect

—*but only in that*; and, upon that is our reliance. Let us believe, as hope we must, that in this country, the general intelligence of an "educated democracy" will yet solve this vexed problem as satisfactorily as it has been able, heretofore, to solve other problems which have jeopardized the prosperity of the people or the perpetuity of the government.

When the nations of the earth meet together, the United States of America now assumes its rightful place, at the head of the



MARY J. BRISON, B. S.  
Instructor in Public-School Drawing and  
Hand-Work

table; but if we do not secure a new alignment for the future—if we do not largely replace the material with the spiritual and pay less attention to the unhealthy accumulation of money and more to its decent use and equitable distribution—this great country of ours may lose its high position. To a great extent it is for you to say, young men and young women: for, to you, as a part of that better educated class which must always lead, and which alone can sufficiently exalt public standards, the destiny of this republic is entrusted. It is a herculean task to which you, and your kind are called—a great public service to which you are consecrated. Our prayer is that you may assume your responsibilities, knowingly and cheerfully, and discharge your duty with fidelity to its momentous trusts, with credit to the institution which graduates you, with lasting benefit to posterity, and with honor to yourselves.



View in State Hospital Park

### THE NEW MESSAGE FOR THE NEW AGE.

An Address, Delivered Before the Christian Associations of Ohio University, in the University Auditorium, Sunday Afternoon, June 20, 1909, by Rev. Thomas L. Lowe, D. D.

The function of an address before such a body as this would seem to be to correlate Christianity and life. Hence the purpose is practical rather than academic. It will deal neither with Cuniform inscriptions nor Post-Hegelian philosophy. The hope is cherished that it may prove as practical, though not as prosaic, as a load of bricks.

A German scholar has recently made the startling statement that "Christianity is an alien in the modern world." Lord Hugh Cecil is saying in England that "the doctrines of Christianity have passed into the realm of doubt." An American scholar has characterized this is an "Age of Doubt"; while on many sides men are found "Blasting at the Rock of Ages." These things indicate one thing at least—the trend of modern thought. Nothing, perhaps, is

more conspicuous in these days than the tremendous changes that our religious thinking is undergoing. Creeds are being revised, old traditions are being cast aside as so much intellectual rubbish, and everywhere the interrogation mark is met.

To me this is not so much an age of bald unbelief; it is rather an age of sincere questioning. And in my message, I shall indicate what seems to me to be the most effective method of answering the questions of modern life that as religious leaders you will sooner or later meet.

I quote three passages of scripture for their suggestiveness. The first is from Peter: "Be ready always to give to every man that asketh you a reason for the hope that is in you." This states the need of an argument. The next is from John and reads: "One thing I know, whereas I was blind now I see." This suggests the kind of an argument needed. The third is found in the fourth of Acts: "And beholding the man who was healed standing with them they could say nothing against it." This indicates the potency of that type of argument—the argument from personal experience.

Religiously the modern mind seems to be in the interrogative mood. Men are asking huge questions about Sin, God, Salvation, and Immortality, and in no trivial way. Is there such a thing as sin or is it any more than a "mistake," a "negation," or a "defect"? Is there a God? If so is He immanent or absent? Is the brilliant Clifford right when he cries out: "The great Companion is dead?" Is not this a world of law? If so then what is the use of prayer? Is Jesus worth the following? Does death end all? Is the church decadent and incompetent? Is not the "social uplift" of the present of far more importance than a future salvation? These are the questions that men in all walks are asking. How shall they be answered? It will help us to remember that we are living in a new age. "Old things have passed away and all things have become new." This must be reckoned with in formulating the answer. We do not think as we did fifty years ago. Then one of the standard works on theology taught that prehistoric relics such as skeletons, bones, and fossils found in various places were placed there by God when he created the earth. A

new science and the discoveries of geology have made such belief now impossible.

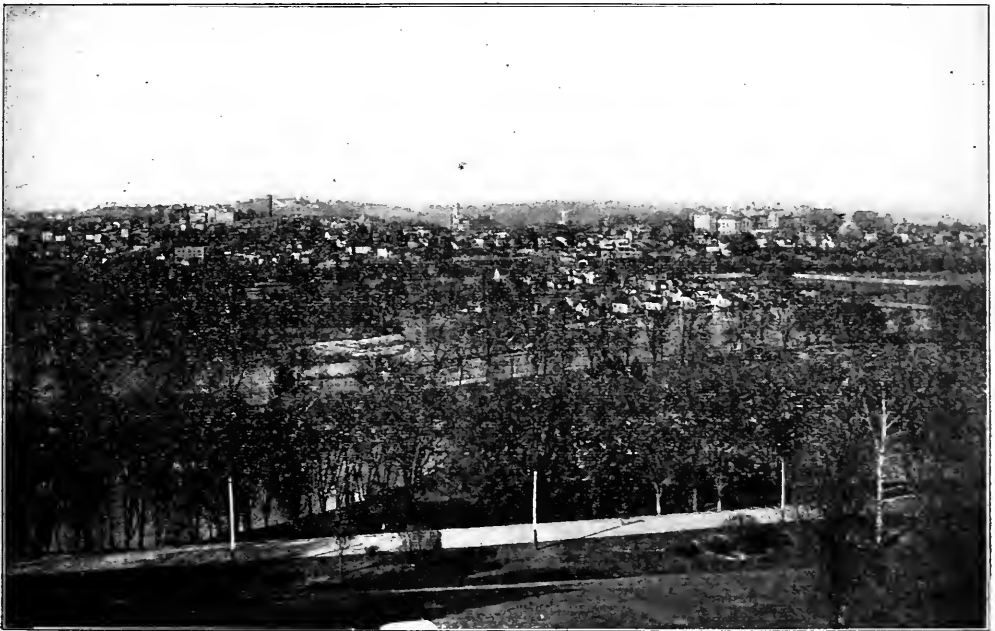
For the new age, then, there must be a new answer. The old answer may be true as ever but it is inefficient. The temper of the age demands an answer that shall be visible rather than logical. The practical James is here. Faith must be shown by works. Men have neither time nor inclination to dig and delve for the answer. They want their theology like they want their lunch—quick. There is one answer that will command attention, the answer of personal experience. Say to the men of this generation, as the blind man said to the men of his generation, "One thing I know whereas I was blind now I see." Is there a God? Shall we bring forth the old Platonic proof? Or the sorites of Augustine that—

Truth is a necessary idea.

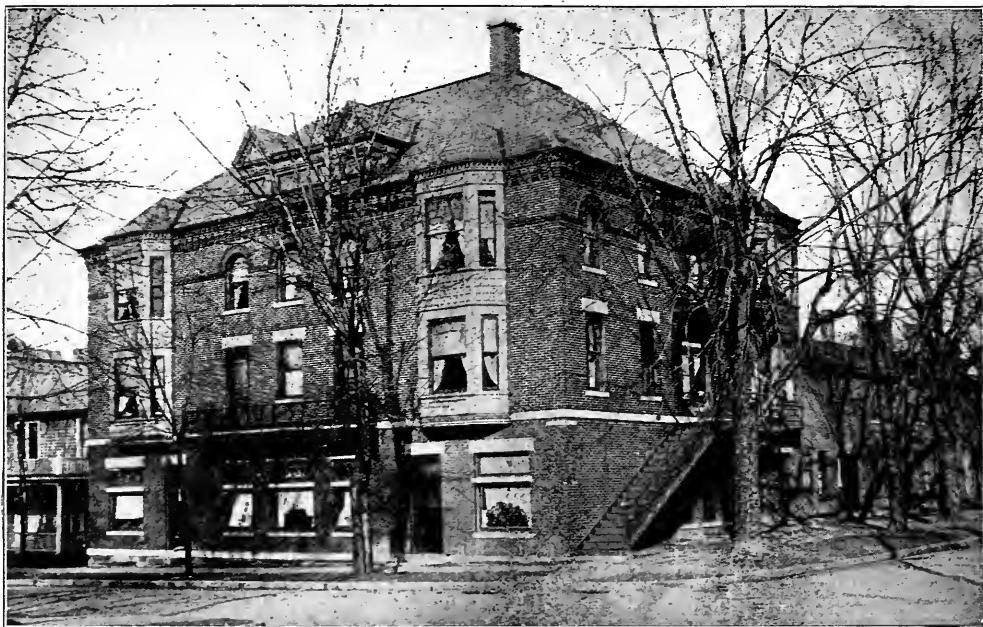
These necessary ideas are the laws and conditions of human reason.

These laws are unchanging.

These unchanging laws must be eternally inherent in an eternal, unchangeable, and perfect being.



General View of Athens, Ohio



#### WOMEN'S HALL

The extension seen at the right is now torn away to give place to a large addition to the building shown in front. The enlarged building will be ready for use January 1, 1910. It will afford elegant, well-equipped quarters for ninety women.

This being is God.

Or shall we hand men a book like Professor Fairbairn's masterly work "The Philosophy of the Christian Religion" and ask them to find their proof in it? No! The books may be masterly, but they are unread. Men will not trouble themselves with the processes of logic nor will they wade through several hundred pages of a book to get their proof, there is a far easier one—Godlikeness in us.

Is Jesus worth the following? Let the convincing affirmative come from the depths of your own soul. "Yes! he has done this for me and he can do it for you." "This one thing I know." Worth the following? Why. I'm so sure of it that, "I'll follow him through Heaven or Hell. The earth, the sea, the air."

Does God answer prayer? An eminent English scientist has recently said there is no reason why a man of science should not be a man of prayer and that would seem to be conclusive and yet when you can speak, as did Longfellow, of the peace that

"Comes as the benediction  
That follows after prayer,"

you have the answer that cannot be gainsaid.

I offer you this type of answer then, not because it is the most scholarly or logical, but because it is the most efficient for this age. Ever has it been the answer given by the giants of the Kingdom. Whether the answer has been given by a Saul of Tarsus in cultured Corinth or by a General Booth in the slums of London, whether it has been couched in the language of the school or of the street, it has rung out clear as a bell and has stood out shining as the sun—"One thing I know"—the mighty answer of human experience and against this men have "nothing to say." It is manifest that college men and women will have a most important part in answering these questions. "As goes the University so goes the country." It was formerly thought that the colleges were centers of indifference and unbelief but now most of them are centers of a warm, living faith. Outside of college walls only about 12 per cent. of the young men are Christians while in our colleges the average is 52. and in some institutions much higher. And this is as it should be.



Of all men the scholar ought to be a profound believer in God for his studies bring him constantly within the range of the great facts of nature that tell the most eloquently of God's presence and ongoing in the world.

Youth has ever made great contributions to the uplift of the race. Young men won the battle of Marathon. Young men saved Paris during the French Revolution. Young men saved the Union, for more than half the soldiers in the Civil War were under 24. It was the young Hebrew, Daniel and the young Saul of Tarsus that God used to carve out new epochs of history and start the world on a new career. What a chance is yours, young people! Leaders in thought and leaders in religion, where is the prophet that can foretell your achievements if you but play the part of men, act with courage, and never lose faith in God? Seneca puts into the mouth of the pilot, fronting the storm, the superb challenge of the man to his God: "O Neptune, you may sink me or you may save me as you will but come what may I shall hold my rudder true." Let that be your spirit.

Ask me then to name the convincing answer and I reply—know the answer of science, (I am in heartiest sympathy with the scientific spirit in religion,)—know the answer of the logician and use it too; but when these fail to convince, then I name the answer of experi-



**MINNIE FOSTER DEAN**  
Instructor in Typewriting

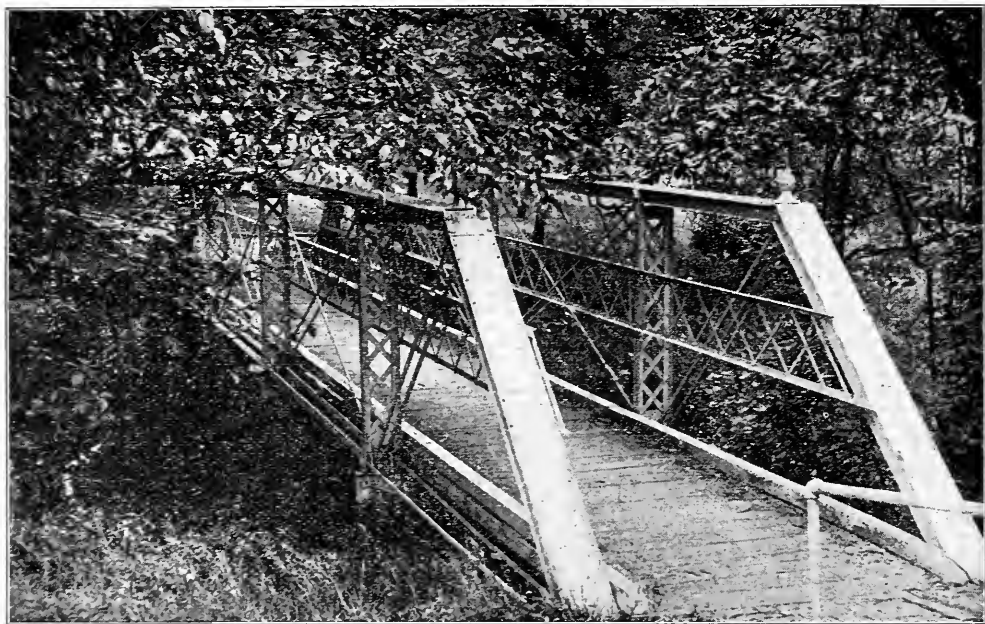
ence, then I point you to the open eyes of the blind, then I rely on the unanswerable argument of results.

In a certain New England village lived a young man named John Bradford. He was a mere lad when his father died and the burden



**MABEL K. BROWN, Ph. B.**  
Instructor in Stenography

of supporting the family fell on him. He was a thoughtful, studious, ambitious boy and longed for and planned for an education, but he was forced to give this up and all his life was a series of disappointments and blighted hopes. He died before he reached his prime, worn out by the burden he had carried. But that is not the whole story of his life. He had improved his mind in his spare moments. He was an active worker in the little village church. He was an unassuming but uncompromising Christian. In all those years his life had been an open book. After his death a brilliant young lawyer of the place who had always been a skeptic became an out-and-out Christian. His friends were amazed and wondered what argument had convinced him. He was asked this one day. His answer was simple but profoundly significant. "The life of John Bradford." This IS the convincing argument. It was in Christ's day. "Beholding the man who was healed standing with them they could say nothing against it." It is in our day. Doubt is dumb when it sees what the Man of Nazareth is doing with\*and for the men of the world. The tree is known by its fruits. Christianity is not so much proven by its debates as by its deeds, not so much by its logic as by its love, not so much by its syllogisms as by its salvations, not by its rhetoric but by its results.



A View in the State Hospital Park

In Hoffman's famous picture of Christ and the Doctors, the artist shows Jesus occupying the center while standing close to Him is an old Rabbi leaning on his long staff and eagerly listening to the words of Jesus—the old dispensation listening to the new. What a suggestive picture! The world will give heed to the voice of the young Galilean for he “speaks as one having authority”; and His is the “new message” that alone will satisfy the questionings of the “new age.”

## “The God-Touched Man in the Changing Order.”

ANNUAL SERMON.

By

Rev. Don D. Tullis, A. M., Class of 1898.  
(University Auditorium, Sunday  
Evening, June 20, 1909.)

TEXT: *And Saul also went home to Gibeath; and there went with him a band of men whose hearts God had touched.* I. SAMUEL 10:26.

There come periods in the history of every people when,

“The old order changeth, yielding place to new,  
And God fulfills himself in many ways,  
Lest one good custom should corrupt the  
world.”

We are living in the midst of a changing order. Old things are passing away. All things are fast becoming new—so much so that no system, no institution, no faith is secure. The church is being awakened to the fact that its oldest and most beloved dogmas may fall before the incoming flood of truth. Stagnation can have no place in the changing order; when the waters are stirred the scum of ages must disappear. A changing age is a living age, a growing age.

While alteration and adjustment are in a certain sense characteristic of every century, yet there are certain centuries, producing the composite expression of all the conscious and unconscious influences of the past, which stand as giant mountain peaks in the world's history.

Such a momentous era was at hand in Israel. The nation had outgrown its swaddling clothes and was ready to assert itself as a developing youth. A complete change of garments was essential to national stability. Theocracy with its wonderful manifestations and mysteries suited to the protection and growth of a new

born race, must give place to the kingdom wherein the lad could be schooled in the active affairs of real life, taking upon his own shoulders the burdens which in early years the father had borne for him. Israel had reached such a period. Samuel, her judge, was unable long to withstand the power of public sentiment. The "growing pains" of the young nation, while they gave promise for the future, were the cause of alarm and annoyance for the father of the age. Submission to the demands of the masses was his only safe course. With this acquiescence, came the choosing of Saul, the shepherd lad of the hills. He was a true son of the soil. Unhindered by the dwarfing influence of the court life, he had grown to giant stature in physical and mental development. He came from the flower-laden fields and wooded temples where—

"The blossoms and buds were not blind to him,  
Where the leaves and branches were kind to him,

Where the birds and beasts had a mind to him."

Out into the complex life of that day, a king by nature, a king by choice, a king by the grace of God. It is not necessary for us to recount

at length his brief career or dwell upon his tragic destiny. From a shepherd's hut to a royal palace, to lay down his life a little later "amid the shock and thunder of battle," was his unhappy portion.

Our theme does not concern itself with this giant in the hour of his miserable failure, but rather at the moment when, with manly, king-like tread, he left the scene of his unusual coronation and started with his faithful followers to his old home in Gibeah. This was the hour of his supreme triumph. Life was before him. He was the pivot point around which rushed the restless changing currents of a new age. Supreme as he was in that hour, we would not forget the band of men that made him so. Behind every man of power in public life stand the silent, unknown, unseen faithful friends. Napoleon must have his Old Guard. Washington must have his Minute Men, and Saul must have his God-touched Princes.

God-touched men are the saviors of every age. They are the world's hope in every crisis of its history. They constitute both the constructive and conserving element in society. They are at the same time the fire



A View in the State Hospital Park

beneath the boiler and the great balance wheel controlling the power that propels it. Eloquence is power. By eloquence an Orpheus



**JOHN N. HIZEY**  
Instructor on the Violin

may draw iron tears from the cheek of Pluto; but eloquence is not enough. Money is power; with it men purchase position, from which they rule in almost boundless realms; but money is not enough. Education is power, but it cannot by all the alchemy of the ages mould a Lincoln from an Aaron Burr. Genius is power, but the lamp of genius cannot light the way to a perfect civilization. When the supreme hour of trial comes the light of genius too often fails. Civilization must advance by the efforts of the plodders, the workers, the God-touched men. Such men are irresistible. Genius has its tragedies, wealth its disappointments, learning its miserable failures, but the power of a God-touched life is in itself the guarantee of success.

I am here to-night to plead with you for such a life. It is within reach of all. It means sacrifice, it means work, it means humility, it means Gethsemane and perhaps Calvary, but it means victory. It is only by the God-touch that you will be enabled to realize your highest destiny, that you will be permitted to have an undying part in bringing order and beauty, stability and truth, out of the chaos of this changing order.

The twentieth century Saul, shorn of his weakness, crowned with strength almost divine, is on his way to Gibeah. A bloodless

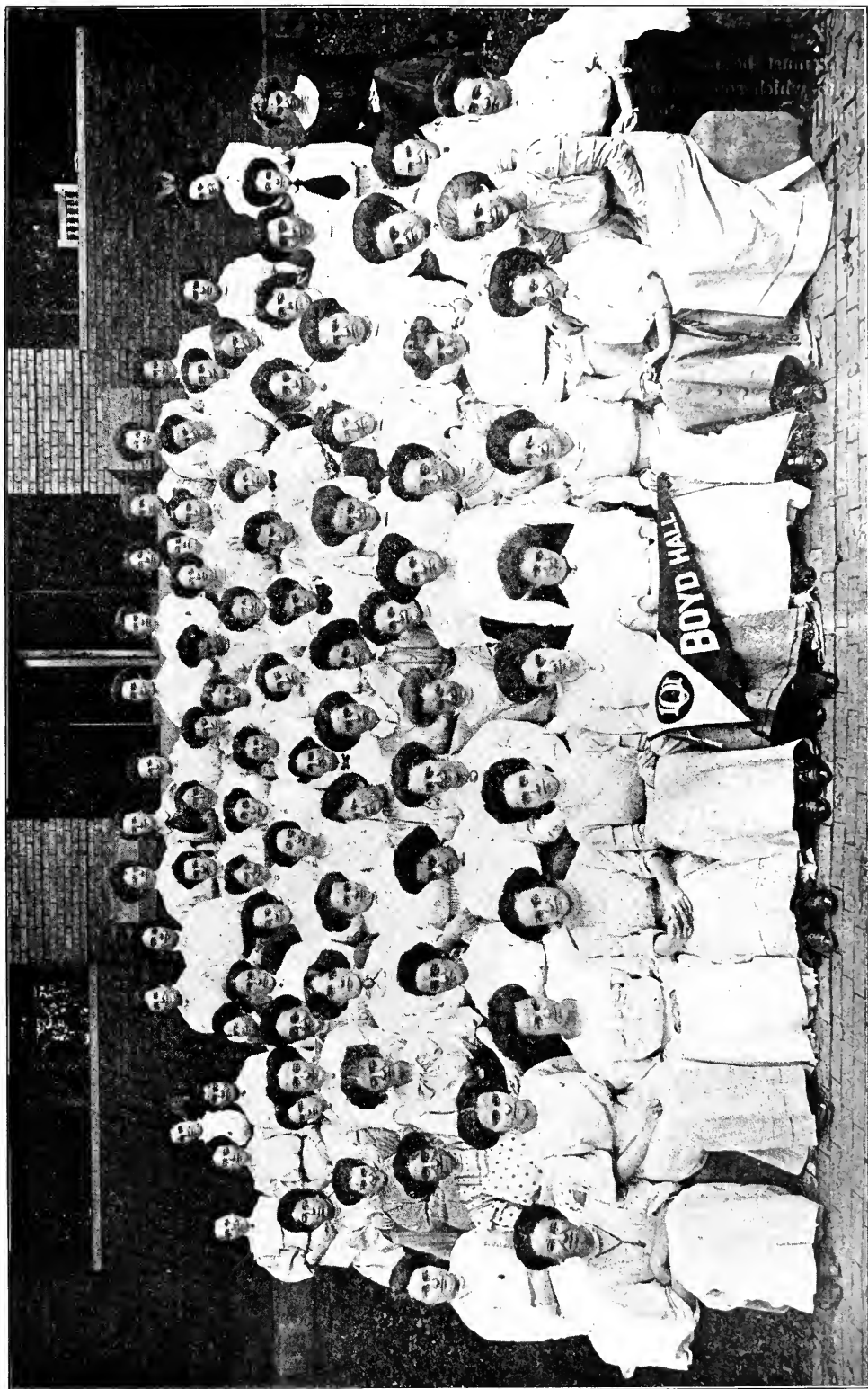
revolution is imminent. Old dogmas must be relinquished, old ruts abandoned, old idols broken down. Trickery must give way to honesty, hypocrisy to sincerity, and sin to purity. Who will follow in the footsteps of this Saul? Education will be of invaluable service to you in this conquest, but it alone will neither qualify nor fit you for the strife. One thing is needful—the hand of God upon your heart. You must be clean, you that bear the standards of the coming dawn. Are you ready to go with Saul to Gibeah?

The problems in Israel's crisis were easy to understand, but their solution demanded the best blood of the age. These men were called to make Saul king in reality as he was in name. The problems which face men to-day are legion. They are so inter-woven with the complex currents of our modern life that a sane diagnosis of our modern conditions is as difficult to obtain as a remedy when the disease is once known. Thinking men have little sympathy with either the gloomy pessimist or the unreasoning optimist. God-touched men are the true optimists, for they alone view life in its relation to both time and eternity. They have acquired that patience which comes with the knowledge that God is never in a hurry, that His mills grind slowly and that they grind exceedingly small.



**MARGARET EDITH JONES, Mus. B.**  
Instructor in Piano and Harmony

There is little pleasure to be found in rehearsing the evils of an age, but we cannot ignore them. These problems are before us



Some Students Who Found Pleasant Quarters in Boyd Hall

and must be met. We will admit the ease with which some of our friends seem to solve them. For them there is no matter. Prob-



**NELLIE H. VAN VORHES**  
Instructor in Piano and Virgil Clavier

lems which have to do with our material existence are merely imaginary. When Marie Antionette passed on her bridal march through the streets of Paris, the halt, the lame, and the blind were forbidden to make their appearance. She was only to look upon the glad and the gay. Poor deluded souls! As if it were possible for us to solve the problems of society by passing them by or closing our eyes to them. The problems of society are real and we must face them in their awful reality.

It is not my intention to give forth the wail of a Jeremiah. It is not true that the ways of Zion do always mourn and that none come to her solemn feasts. Let us listen to the message of Hosea—"Oh, Israel return to the Lord thy God, for I will heal your backsliding. I will love you freely."

There are four institutions which are the supporting pillars of our four-square civilization—the home, the school, the state, and the church. Where these are wanting, there can be no high order of life. They are inseparably connected. Each reveals man in his relation to some given force in society. The problems of to-day are those which strike primarily at these corner-stones of society.

The home shows him in relation to the parent. Here we must battle with the per-

vading apartment house, the fascinations of society, enemies of the sanctity of the home, and even with those denying the right of the home to exist.

In our schools we find man in relation to the principles of his age. He has here the necessity of contending at all times with narrow sectarianism and a limited supply of funds to maintain our system of public schools.

From the home, the youth steps into the school; from the school into active citizenship in the state, where he is in relation to his fellow-men. The contest between capital and labor, the dangers of Socialism, and ever-present graft present fields for combative energy. In the midst of all these problems stands the Church of Christ. It not only must solve the problems of the age, but it at all times has problems of its own to meet. Of the many confronting the church, two problems of especial gravity stand out from the remainder—the growing divorce between the



**MINNIE L. CUCKLER**  
Instructor in Piano and Organ

church and masses and the divorce between the church and the men of learning. Asceticism must give place to service. Pure religion and undefiled before God and the Father is this, "to visit the widows and orphans in their affliction." The church must advance to the very gates of evil and sing its battle song:

"Lift up your heads ye gates of brass,  
Ye bars of iron yield,  
And let the King of Glory pass  
The cross is in the field."



Central Building

West Wing

Ewing Hall

We have but touched upon the problems of this changing order. We have sought to avoid the applause of the pessimist and the scorn of the optimist. We may all feel that with all its discouragements and problems this is above all else an age of hope. There is within our hands to-day the same cross and the same gospel with which the sainted martyrs won the world. The Lord's army is not sounding a retreat. On the contrary, it is but beginning to marshal its hosts for the final victory. These problems will be met and solved by the men whom God shall touch.

God-touched men are, first of all, divinely called. The old idea that only the minister receives such a call has long since passed away. God calls the mechanic to the workbench, the teacher to the school-room, and the business man to his desk with as positive a voice as he calls an Edwards or a Wesley to the pulpit. The great question is not, is there work for me, but what is my work? There is something definite in life for each of us. There is a man in our state who has become famous because of his ability to paint beech trees. Mr. Bundy

gives all his time and attention to this one subject; but Oh! what beech trees he paints. One can almost see the leaves tremble in the breath of the new-born day.

Have you painted your beech tree? Your commission is not always a noble one as the world counts nobility, but God's touch will enable you to realize and appreciate the divinity of the common place. You may see a halo about the common things of life.

The God-touched man is also divinely gifted. He has a poise of character that comes from meditation and labor. The God-touched man is gifted with a sane conception of life. He realizes the fact that making a life is more than making a living. A man may be making a living and not making a life or making a life and not making a living.

He is also a man of broad sympathy. This attribute of the God-touched man will have a large place in the solution of the problems of the age. Thousands of years ago a prophet, wishing to win his people, wrote of himself, "I sat where they sat." Ah, that is the key to the problems of social life to-day! We must touch life about us, touch it as Hugo's Bishop touched the life of Jean



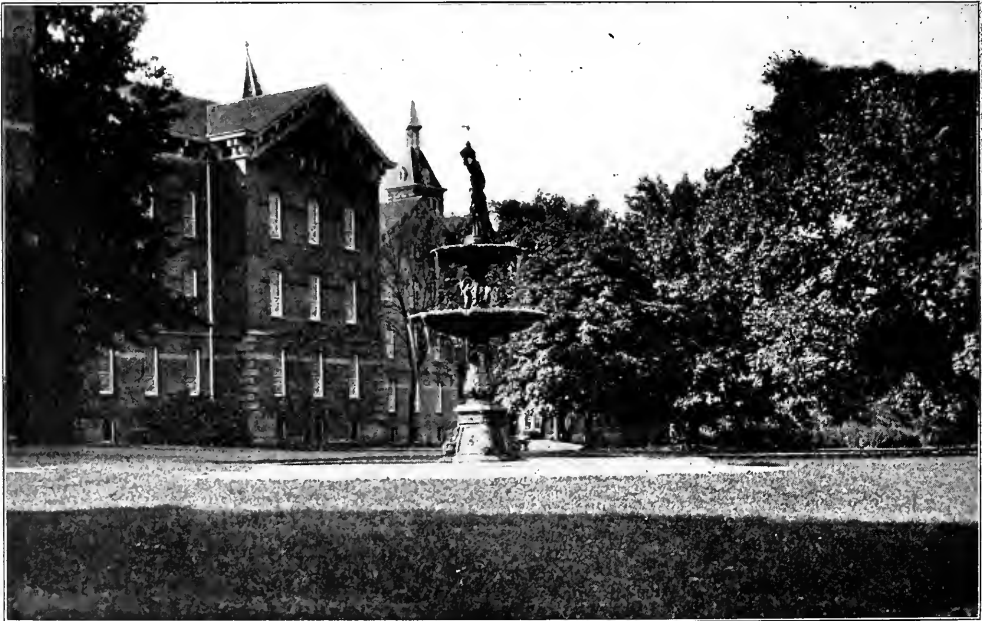
Valjean, when he took his hand and said, "You belong no longer to evil but to good." When a man has found his brother he has found his God.

The God-touched man is a man of culture. The touch of knowledge cannot prepare you for highest service in life, for knowledge is limited. A man may know much and yet be seriously lacking in his education. Culture is more than knowledge, it is knowledge plus love; it is knowledge plus the divine touch; in other words it is knowledge at work in a changing order. With this knowledge and culture comes the only real felicity life can offer. The Great Teacher expressed it most simply when He said in speaking of service as the highest law of life, "If ye know these things (knowledge) and do them (culture) happy are ye (felicity)."

He is a man of conquering personality. When the great Caesar was still a youth he is said to have been captured by the pirates and chained to the oars as a galley slave. But Caesar told stories, sang songs and bore himself with endless good humor. While the chains bound him to the task, his personality

was fast binding the pirates to himself. The first night he supped with the captain. The second day his knowledge of the coast and currents made him second mate. Then he won the sailors over, put the captain in irons, and sailed the ship as a prize into a Roman port. Carlyle says that during the riots in Paris in 1848 the mob marched down the streets killing the soldiers and spiking the guns, to be stopped a few squares further on by one man with snow white locks. The leader of the mob ordered silence and said, "Citizens, it is De la Eure. Sixty years of pure life is about to address you." Such is the power of personality. It comes to you tonight by the touch of God. It will mean victory for the right in the present conflict.

He is a man of intellectual integrity. He has a burning passion for the truth. This is most essential to the realization of victory on the part of the church to-day. Our passion for the truth must not be quenched by any fear of consequences. There are college students who need to learn this lesson. Many there are who, as Cadman has said, take a diploma when they know they



Fountain in Front of State Hospital



Spring in State Hospital Park

are not entitled to it and take everything else in after life that they can lay their hands on.

As he is divinely called and divinely gifted he is also divinely aided. He is sure of victory. Homeric fighters went into the battle with a firm belief that unseen forces fought for them. So also goes the God-touched man. The very powers of the natural world are on his side. There is about him as there was about Elisha of old a company of horsemen and chariots which no man can number. The prophet's prayer was, "Lord open the young man's eyes." This is my prayer to-night, "Lord open the young man's eyes" that he may see the heretofore invisible company that is on the side of righteousness and of truth. As God lives the right will prevail in this conflict of the changing order. Are you to have a part in the victory? It is a victory that will not end when the horologue of time shall strike. It will shine forth with undying splendor when "all the scaffolding of time falls wrecked with hideous clangor" round the shattered kingdoms of quackery and sham.

How one may realize the touch of God is the question of the hour. We leave the din of the political arena and the clamor of the social life; we flee from the tumult of the coming fray to seek an answer to this question of our soul. Have you been struggling many years with the questions of common existence and have you seemed to fail in your solution or are you this week to step for the first time into the active field of labor? The same message comes to you all. Let God touch your life. The desert of your past experience will be made to blossom as a rose. The promise of your future will be glorious. But how? I have no new remedy; no new way to success; no short cut to fame and victory. It is thus: by submitting yourself, body, mind, and spirit to Him in the person of his Son. No half-hearted submission will answer. It must be all that you have, all that you are, all that you hope to be. "Our wills are ours we know not how, our wills are ours to make them thine."

Yes, Saul is on his way to Gibeah to-night. He has with him a mighty army of chosen



### SOME CHURCHES OF ATHENS

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|---|---|
| 1. Zion Baptist Church,<br>Rev. George Washington | 3. Presbyterian Church,<br>Rev. H. Marshall Thurlow   |
| 2. The Christian Church,<br>Rev. W. H. Boden      | 4. St. Paul's Church,<br>Rev. Father James A. Banahan |
| 5. M. E. Church,<br>Rev. F. M. Swinehart          |   |

men. I can hear their tread in the unrest of the masses; I can see their forms through the panorama of the confusion and clash of a thousand varied interests; they are treading upon the waves of social discontent; they are advancing upon the highway of human brotherhood. Not Saul of Israel, but Christ of humanity is the leader of this innumerable host. With a "gentleness that cannot be expressed and a power that can not be restricted and a majesty that cannot be described" he is leading his band of chosen ones to the victory of the right. Above the cry of the great world's sorrow we can hear his gentle voice

saying. "Come, follow me"; through the clouds of the great world's struggle we behold his matchless face as it beams on the sons of men. From the slime of the great world's sin we can reach above us and touch the loving hand that will lift us to our God-given throne. Arise and claim your divine prerogative. But remember, the touch of God is for service, that you may in turn touch this old world's bleeding heart and lead it to its perfect day. "And I saw heaven open and behold a white horse; and he that sat upon him was called Faithful and True. His eyes were as a

flame of fire and on his head were many crowns. He was clothed with vesture dipped in blood and the armies of Heaven followed him. And he had on his vesture and on his thigh a name written, KING OF KINGS, AND LORD OF LORDS." Will you go with Saul to Gibeah?

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**Address Before the Alumni Association of Ohio University, Delivered on the Evening of June 23rd, 1909, in the New Gymnasium, by Hon. Timothy S. Hogan, of the Class of 1895.**

*Mr. Toastmaster, Ladies and Gentlemen:*

Believe me, my friends, I am grateful indeed for the privilege of delivering an address to the Alumni Association of the illustrious Ohio University, a university which has "the distinction of being not only the oldest college within the present State of Ohio but also the first institution of higher learning west of the Allegheny mountains supported by a public-land endowment."

Long before Morse bridled electricity, long before the railroad was in use, yes, even before Robert Fulton, with steam power, sent his boat over the waters of the Hudson, the Ohio University at Athens was imparting



**HEDWIG THEOBALD**  
Instructor in Voice-Culture

classic instruction to the youth of the Ohio Valley.

In 1804, the Ohio University started on

her grand mission, a mission whose object was "the instruction of youth in all the various branches of liberal arts and



**MABEL B. SWEET**  
Instructor in Public-School Music

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sciences, the promotion of good education, virtue, religion, and morality, and the conferring of all the degrees and literary honors granted in similar institutions." But three students presented themselves when the institution was formally opened. At this we should not wonder in consideration of the poverty and fewness of the newcomers onto the soil of Ohio. What is now the great commonwealth of our illustrious state was but a wilderness then. Ohio to-day has almost as great a population, and much vaster wealth, than had the United States at the time of the foundation of the Ohio University.

With the wonderfully efficient means of transportation of to-day, with the advantages of rapid communication, with the many comforts of life around and about us, the present day young man and young woman can scarcely realize the discomforts, deprivations, and struggles of the student attending the university a hundred years ago. And yet, what success has marked the efforts of our beloved Ohio University! What a glorious victory rewards her labors of more than a century! Her first graduate, Thomas Ewing, who was probably the first person to receive a

college diploma in all Western America, reflected glory on her magnificent training, his distinguished subsequent career being identified not only with the history of Ohio but with that of our glorious nation.

Peerless, prolific Ohio! The first State in the Union in point of impress upon public life in America! Virginia has been called the mother of presidents; but we must make it now rather the grandmother, for Ohio, her proud daughter, has robbed

How great a part the Ohio University has played in the progress and educational advance of Ohio is conceded by all. Her growth, influence, and purpose have been commensurate with the development of our state; and though more than a century old, she is healthy and vigorous and powerful, with an outlook never, in her proud history, better and brighter than to-day.

I am happy that this opportunity is afforded me heartily to congratulate the Ohio University upon her splendid achievements and the wonderful efficiency of her management. All for her greater honor and glory should be the watchword of her favored alumni!

With privilege comes responsibility. In proportion to the development of the state and the advantages which public institutions afford our citizens, does competition in all lines of life become sharper. A century ago there were comparatively few college or university graduates in any of the counties of southeastern Ohio; now it would be difficult to find a community which does not boast a number of them. Whether or not the students of the universities to-day possess the ambition, have the determination, and appreciate the advantages of a collegiate education as the youth of a century ago gave evidence. I do not know; but it is unquestionably true that many who are given splendid educational opportunities fail both to appreciate and to make use of them. However, while this may be true of some it can not be said of the majority. Never in the history of the country, doubtless, was the college man so important a factor in public life as at the present day. The time was, and not many years ago, when commercial lines were almost exclusively in charge of men of very limited education; but to-day, be it in commerce, agriculture, mining, manufacturing, or be it in the field of statesmanship, the man of education is in the front row. Never perhaps in the history of the country was more interest taken, than now, in the discussion of the best course of study to be pursued by the student. A quarter of a century ago the ordinary college, or university, afforded courses of training in the liberal arts, science, and philosophy only; while now, courses are maintained along



**JAMES PRYOR McVEY**  
Director of the College of Music

the mother state of her former title, and to-day triumphantly claims it for her own.

"The sun never shone on a country more fair  
Than beautiful, peerless, Ohio;  
There's life in a kiss of her rarified air,  
No clouds ever darken Ohio.

Her sons are valiant and noble and bright,  
bright,  
Her beautiful daughters are just about  
right,  
And her babies, God bless them, are  
clear out of sight;  
Ohio, beloved Ohio!"

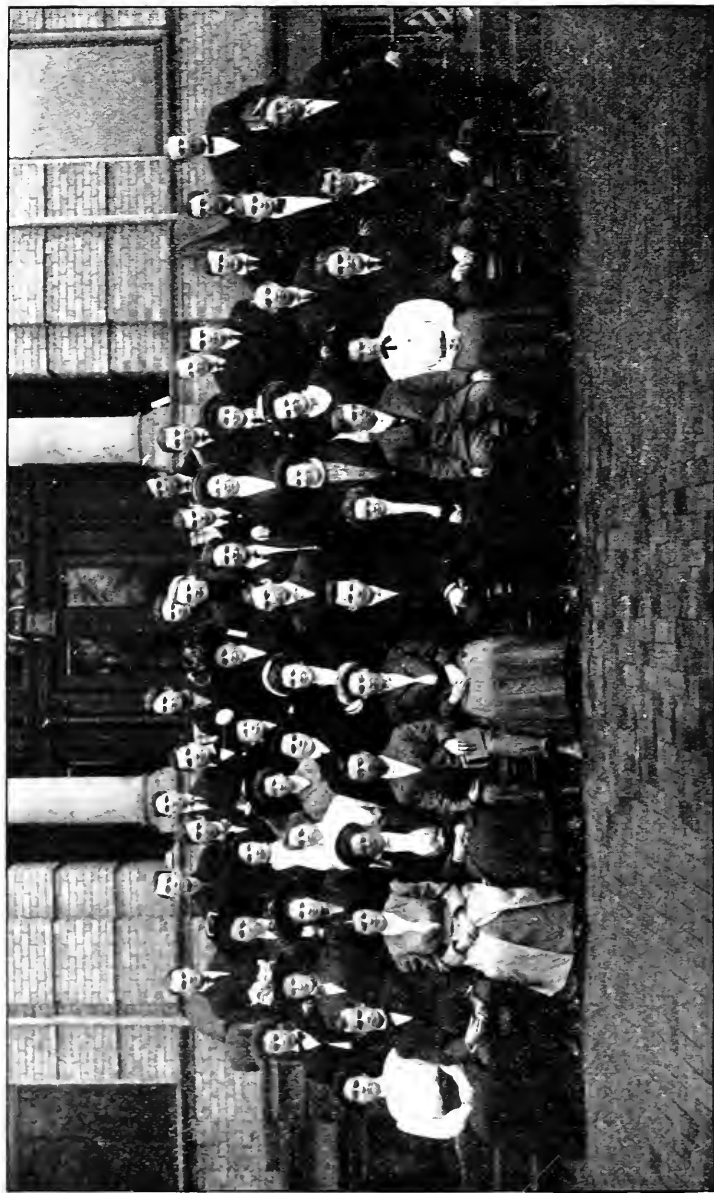


Lovers' Lane, State Hospital Park

about all utilitarian lines. It remains to be seen whether the former or the latter idea will prove the more successful. After all, the object of the university should be to train the young men and young women of the country not only to correct habits of thinking, but to correct habits of acting and living. It is said by some that it is difficult for a lawyer to be honest. Why is this? The answer is that in many instances those whom he represents are not honest. The young man at college who learns there the lessons of frankness and honesty, the avoidance of evasion, of concealment, of duplicity, and of falsehood, has an acquisition of far greater value than the degree of learning. Perhaps no three words in American literature have had greater effect in directing the course of financial public life in America than "the square deal" of President Roosevelt. There could be no healthier sign to the well-being of the nation than the fact that the people are awakened to a sense of public justice, public virtue, public purity, and public courage. The university should be in the advance along these lines. It should hold forth the pure white cube of

truth. There is perhaps no fault characterizing the people more noticeable to an observing professional man than that of evasion and concealment. Honesty requires something more than the payment of debts and compliance with express agreements. It means that in the transactions of life one should be open, fair, candid, and just with all. We hear it said on commencement occasions that the object of education is to enable persons to live broader and better lives. This is well said but, in every-day practice something more specific is required and especially is this true in the present era. Ministers, teachers, publicists, and statesmen alike are demanding higher standards of integrity and fair dealing in public and private life. Politics has been clarified wondrously in the last ten years, yet no more so than commercial life; and, in my judgment, we are just now on the threshold of the greatest reform, in the history of the world, looking toward right living and fair dealing. The universities and colleges I am sure, are not slow to appreciate the truth.

My friends, never remain silent when



A Group of Students from the School of Commerce



duty requires a statement or an explanation. Never permit another to be misled by silence. Let openness, candor, and simple



**CHARLES G. MATTHEWS, Ph. M.**  
Librarian

honesty regulate your conduct in your dealings with your fellow-men. With such principles to guide her young men and young women, Ohio may ever hold her regal head proudly aloft among her fair sisters of the Union. America shall be, in every truth, the blessed "Land of the free and home of the brave."

**The Celebration of July 4, 1909, at Ohio University, Athens, Ohio, July 5, 1909.**

Open-air Band Concert from 8 to 9 A. M.  
Charles J. Grim's Band, Athens, Ohio.

Invocation.....Rev. James A. Banahan  
St. Paul's Church, Athens, Ohio.

Address.....Hon. Edgar Ervin  
Member Ohio House of Representatives,  
Pomeroy, Ohio.

Address.....Hon. U. G. Denman  
Attorney-General of Ohio, Columbus, O.

Music.....Ohio University Glee Club

Address.....Hon. Francis W. Treadway  
Lieutenant Governor of Ohio, Cleveland, O.

Violin Solo.....Prof. John N. Hizey  
Ohio University, Athens, Ohio.

Address.....Hon. Warren G. Harding  
Ex-Lieutenant Governor of Ohio,  
Marion, Ohio.

**OPENING ADDRESS**

By

**Hon. Edgar Ervin.**

*Mr. President, Faculty and Students of Ohio University, Ladies and Gentlemen:*

I appreciate the privilege of taking part in these exercises at Ohio University—a place so appropriate for their holding. The history of Ohio University is set among matters and events of great moment. Contemporaneous with its origin, we find the master intellects of our ancestors bringing forth the great Ordinance of 1787 and our supreme law of the land embodied in the Constitution of the United States. Founded by the Ordinance of 1787, incorporated in the Territorial Act of 1802, it was brought into definite existence by wise legislation in 1804. The historic setting of this Institution beams with magnificence and is closely interwoven with the fabric of our government; the achievements of its early students will for ages to come rejoice the departed souls of its founders.

It has been stated that no event has a separate existence and certainly this is true of the adoption of the Ordinance of 1787. Some of the most important historic prin-



**MARY ELLEN MOORE, A. B.**  
Instructor in Latin and English

ciples of our government are interwoven in its provisions, and out of it have emerged many judicial interpretations, several state



College of Liberal Arts, Ohio University, Class of 1909



The State Normal College, Ohio University, Class of 1909

constitutions, and various other governmental documents; and when we think of the numerous and fortunately vain attempts to amend this compact and consider the bulwark of strength hurled against it at various times by would-be reformers and fanatics we rejoice that its greatness was ever preserved and unhesitatingly look upon it as ONE OF THE THREE TITLE DEEDS TO AMERICAN CONSTITUTIONAL LIBERTY.

Bancroft, in prophetic language, thus describes the grandeur of its origin: "Before the Federal Convention had referred its resolution to a committee of detail, an interlude in Congress was shaping the character and destiny of the United States of America. It will take but a few words to tell how it came about. For a time, wisdom, and peace, and justice dwelt among men,

and the great Ordinance, which alone could give continuance to the Union, came in serenity and stillness. Every man that had a share in it seemed to be led by an invisible hand to do just what was wanted of him; all that was wrongfully undertaken fell to the ground to wither by the wayside; whatever was needed for the happy completion of the mighty work arrived opportunely, and just at the right moment moved into place."

With the birth of the Ordinance of 1787 came the institution of Ohio University.

**Early Founding of Ohio University Helped the Northwest.**—The founding of the Ohio University insured the settlement of the great Northwest. Pioneers hesitated to build homes in this region until they were assured that at least one great educational institution would be established west

of the Alleghenies. So powerful has been the influence of the great Northwest—the Ohio country as ~~was~~ then called—that



**RHYS DAVID EVANS, A. B.**  
Instructor in Physics

one great historian says that it shaped the character and destiny of our republic. Its early settlement secured it unreservedly for the Union. The Ordinance of 1787, the laws by which it was to be governed, made it forever free territory and dedicated it to be the principles of morality, education, and religion. In times of peace and war, its policy has been always in support of a strong central government and in fostering the welfare, happiness, and culture of its inhabitants. Its five great states held the balance of power during the trying times of the Civil War; these were loyal states, and at the suggestion of the State of Ohio, with an Ohio University man as Governor, a conference of the "war governors" of Ohio, Indiana, Illinois, Wisconsin, and Iowa was held, and as a result of this conference, the armies of Abraham Lincoln were increased by 85,000 new troops, our own state furnishing 30,000 of this number.

**Ohio University and the Public Lands.**—Still closer is our federal connection when we consider the history of Ohio University in connection with the public lands. During the dark days of the Revolutionary war, when the colonies were bankrupt and could not pay their soldiers, the great territory northwest of

the Ohio River, now comprising Ohio, Indiana, Illinois, Michigan, and Wisconsin, constituted the public lands of the nation. The public lands were the only resources also of the public treasury. General Washington and the Continental Congress said to the soldiers of the Revolutionary war, "We will pay you for your services by giving you tracts of public land in the Ohio Country." The soldiers agreed and after the bloody period had passed, they organized into a band called the Ohio Company and obtained from Congress a grant of the lands along the Ohio river. These lands were purchased, the price being their service in the Revolutionary war; but before journeying to this western wilderness, they also obtained a form of government for this territory embodied in the Ordinance of 1787 and referred to it as ONE OF THE THREE TITLE DEEDS TO AMERICAN CONSTITUTIONAL LIBERTY, THE IMMORTAL DECLARATION AND THE CONSTITUTION OF THE UNITED STATES COMPRISING THE OTHER TWO.

Furthermore the history of the public lands is the history of the development of the national element in our government. For years after the war for independence, a large number of our people yet relied on the mother country for many things and



**JACOB A. BADERTSCHER, Ph. B.**  
Instructor in Biology

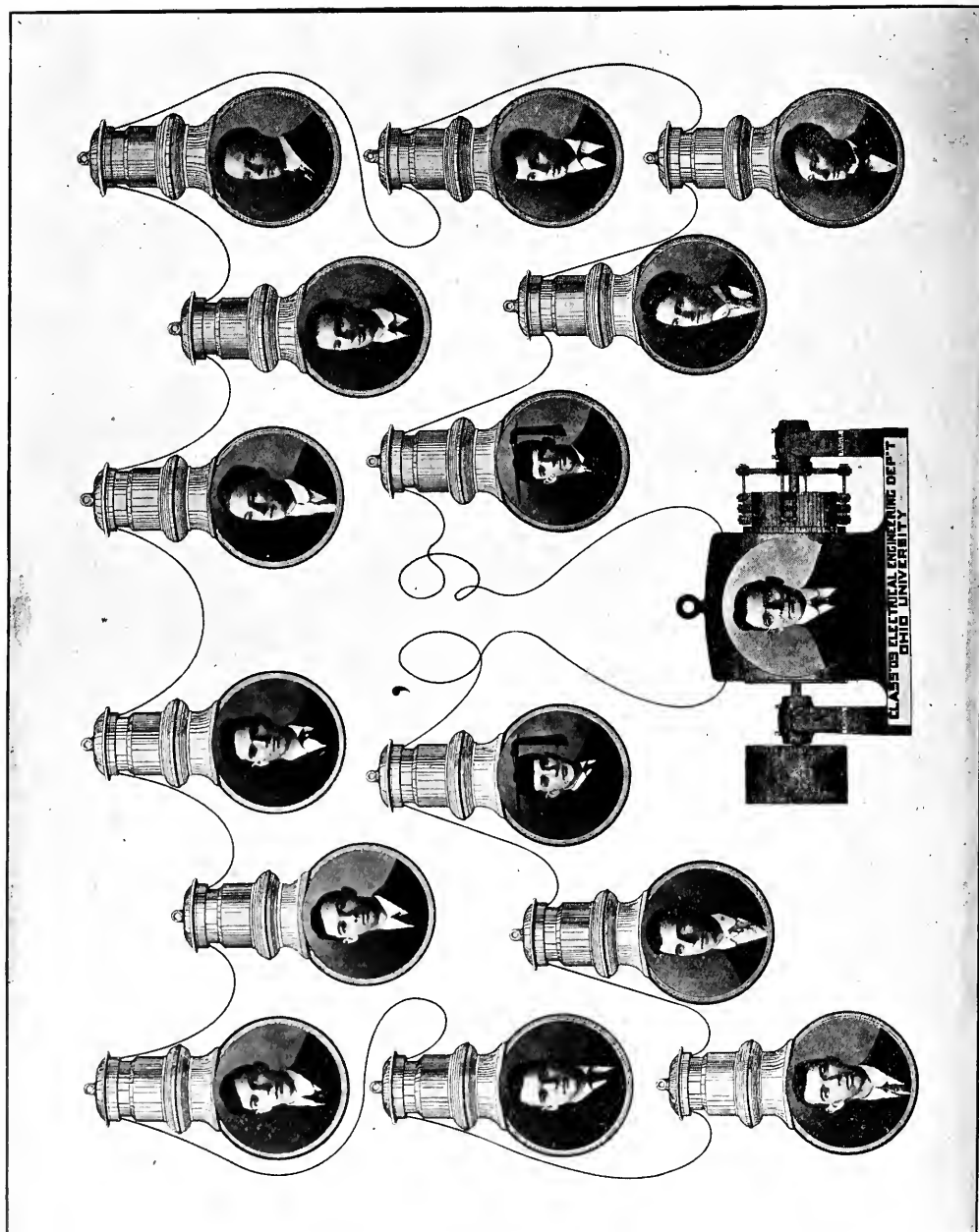
even hoped that a reunion might take place between it and America.

When the different states owning claims

Departments  
of  
Civil and Electrical  
Engineering



W. N. Rams



to parts of the Northwest territory ceded them to the federal government for the general good, Congress then assumed control over the same and exercised its first NATIONAL DUTY. Although peace had been declared and the immortal Declaration of Independence had been unquestionably acknowledged, yet the true NATIONAL ELEMENT was yet dominated by state jealousies, and it still remained for our country to have a new birth, and that a NATIONAL ONE. Out of these primitive NATIONAL ACTS evolved the Ohio University, our present territorial form of government, our present system of land surveys, and the great Ordinance of 1787, the first written document declaring against legislation impairing the obligations of contracts, and containing the six articles of the Inviolable Compact which can never be repealed except by consent of the people themselves.

**Ohio University and Her Graduates.**—Ohio University and her graduates have proved another fact and that is that patriotism is the same in all ages and under all conditions. The same motive prompted Thomas Ewing while he was working in the salt works of Kanawha and Meigs county and reading from the treasured volumes of the coon skin library that moved him to take a lofty attitude on all matters when he represented our own state in the United States Senate; and the law of heredity was so strong that in the next generation we find his three sons, Hugh, Thomas, and Charles, as soldiers for the Union in the Civil war; and each of them attained through gradual promotion, fairly earned by meritorious services in the field, the rank of Brigadier General, during that great struggle. When we consider that more than 25,000 citizens of this great country have received either a part or the whole of their education at Ohio University, and that many of them, like the young men of the Roman Empire who were sent to Rome for their education and there learned how to govern and afterwards returned to their respective provinces to take a place in the public service of their country, we get some part of the meaning of Dr. Manasseh Cutler in his famous oration at Campus Martius, in 1788, when he said: "The sun, the

glorious luminary of the day, comes forth from his chambers in the East, and rejoicing to run his course, carries light and heat and joy through the nations to the remotest parts of the West, and returns to the place whence he came. In like manner divine truth, useful knowledge, and improvements appear to proceed in the same direction, until the bright day of science, virtue and pure religion, and free government shall pervade this western hemisphere. The divine counsels, opened to us by the events of time, give us just ground to believe that one great end God had in view in the original discovery of this American continent, and in baffling all the attempts which European princes have made to subject it to their dominion, and in giving us the quiet possession of our own land, was that a new empire should be called into being—an empire new, indeed, in point of existence, but more essentially so as its government is founded on principles of equal liberty and justice."

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## ADDRESS

By

HON. U. G. DENMAN

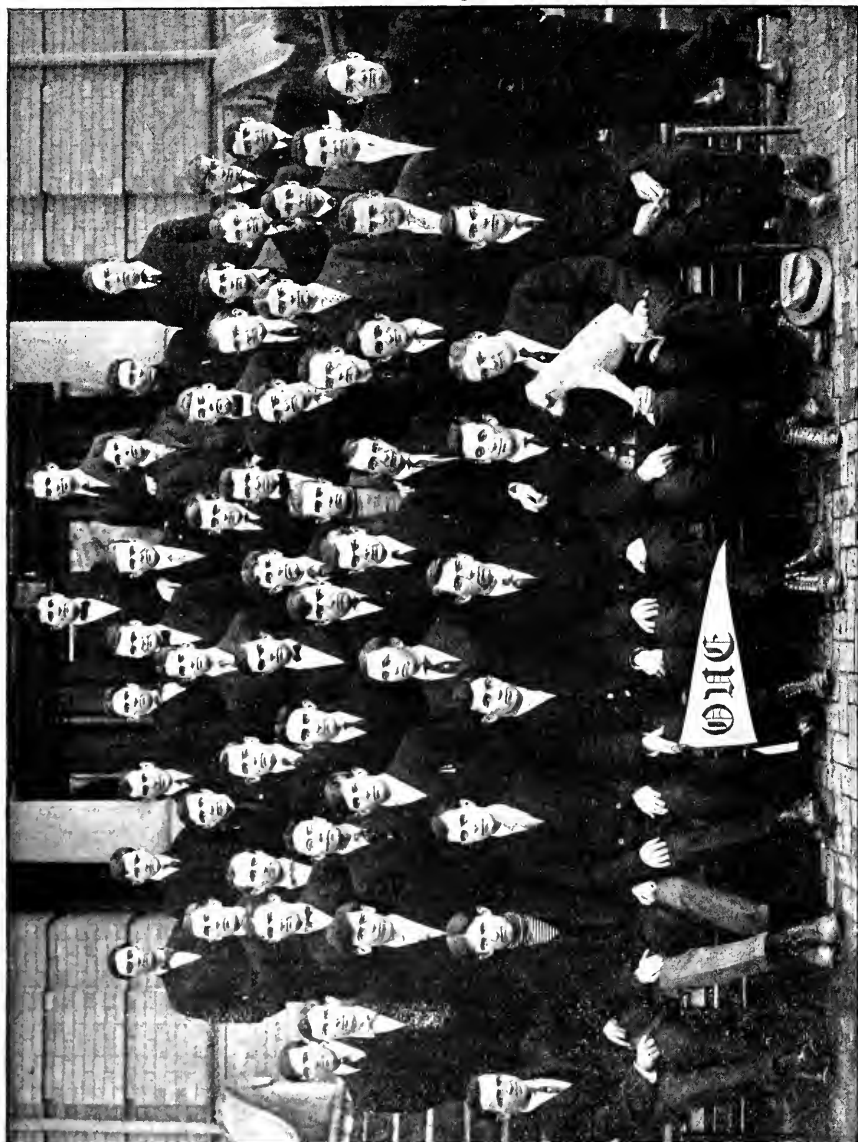
Attorney-General of Ohio.

*Doctor Ellis, Ladies and Gentlemen:*

For the fine courtesy extended through the invitation to be with you on this Independence-day celebration at this dear old school, I wish to express to you my full appreciation and at once assure you that as a citizen of Ohio and as one of your public servants, I bid you and your institution God speed and wish for you and it continued success and ever increasing power for good.

I have read some and heard much of the excellence of the work done and superior results accomplished by Ohio University, and although it has not been known as a school graduating large numbers of students from year to year, yet it is a pleasure and a source of great gratification to be able to say that the name and fame of this old institution is established, secure in the hearts of the people of Ohio, not only beyond the possibility of decline but without the least probability that she will not advance. A university is





Electrical Engineering Society

great, not because of the number of its graduates but because of the character of those who matriculate in and are graduated therefrom.

Your alumni include some of the best men in the citizenry of Ohio, but if you had never graduated any other than Thomas Ewing that would have been sufficient to have given you a place in history.

Your university is one of Ohio's institutions for higher education and to you, along with our other institutions of similar character, the people of our state must look for the moral and intellectual training of the young men and women of this commonwealth. You are to be congratulated upon the good work done in the past, and the citizens and public officials of the state owe you a debt of support for the future.

This is an occasion for speeches, not on any narrowly defined subject, but on the broad themes of patriotism and love of country, the lessons which may be learned by recounting the deeds of those who established the nation and of those who after that preserved it; and of the duties under which we of this day rest because of the works and teachings of both of these. It is highly gratifying to know that in this summer school you yearly meet on the anniversary of Independence day quietly and intelligently celebrating the events which established our country and our people and our governmental institutions in a setting of real civil liberty. We of the present time had no part in those events of that day; yet the high obligation is on us, not only to express continually our gratitude for the heritage which has come to us through them, but as well to preserve those institutions and more nearly perfect the happiness which should come to the people through civil liberty.

What shall I say to you, therefore, in the short time allotted, will not be confined to a particular sub-division of any definite subject, but it will be a brief reference to the men of the Revolution, their deeds, and the lessons taught by them; and a word to the young men and women here on practical life outside of school, expressing thereon some notions of my own illustrated by the

writings of men with the thought of whom each of us should be acquainted.

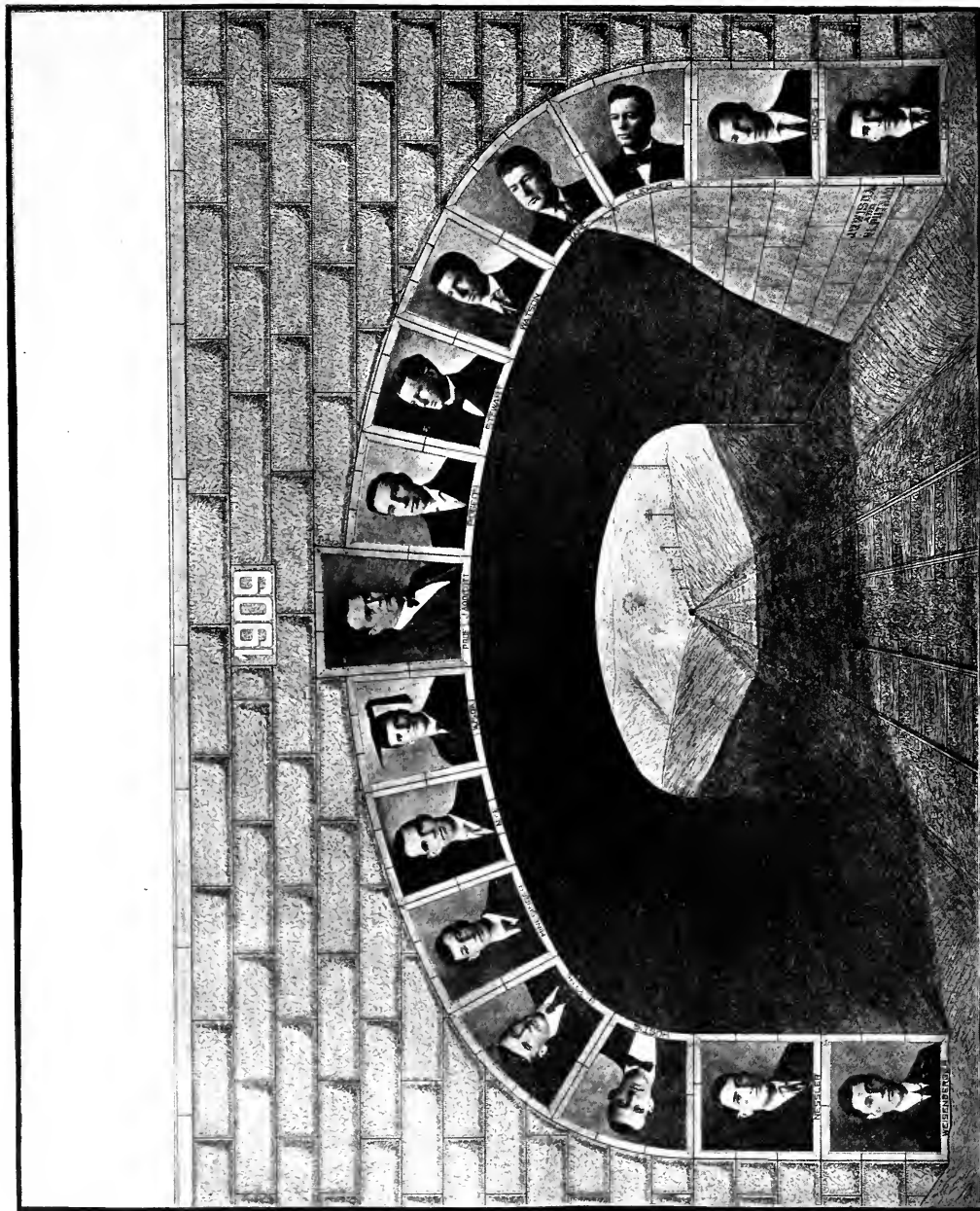
Each succeeding year we speak words in testimony of our love and admiration for those noble men whose work in war and in peace more than a hundred years ago has done so much for all of us to-day. Some one has said:

"The world worships a hero. The world, however, must hear the clash of steel and see the badge of blood before it bows in homage at the hero's shrine. Men are apt to measure valor by the standard of the battle field, forgetting that before a man can become a hero he must be animated by the true heroic spirit; that spirit which impresses men to give up their own for righteousness; that spirit which points the way to death, if need be, but never to dishonor; that spirit which transforms a common man into a greater than a king."

At this day we must add to these the spirit of peace, for this is, or should be, the day of peace in all the world. Yet it may be it is the thought expressed in the quotation that leads us to think of Washington and his fellow-soldiers and countrymen as heroes.

The past presents the picture of Lexington, and Bunker Hill, Trenton and Princeton, Bennington, Valley Forge, Saratoga and Monmouth, a score or more of other conflicts and, finally, Yorktown. On these fields this nation was born, "conceived in liberty and dedicated to the proposition that all men are created equal," and on these fields were offered up the lives of the original real American soldier, following the more conspicuous heroes of the Revolution, Putman, Schuyler and Ward; Montgomery, Green, Hale, Stark and Washington. These fields with these heroes contending upon them! What a panorama of dreadful war tinted, however, with the beautiful shade of unselfish patriotism.

These were the fields and their times were the times which set the pace for the other soldiers of the world—then, now, and for the future. These heroes stood for liberty and welcomed death to gain it for their countrymen. Death had no sting to them for liberty was their bread of life and led them on through pain and suffering and sacrifice. Their country's call to freedom was sweetest music in their ears. "Give me liberty or give me death" was their



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common battle cry, and all the paid soldiers of all the world beside could not resist the persistent continued charge of these patriot volunteers. Such was the soldier of the Revolution. He made no conquest but justice, equality, and truth; he asked no pay but freedom; he sought no glory but his country's good; he loved the righteousness of God; and with the crisis o'er he gave all the sympathy of his soul to those whom he had subdued. When the conflict was ended and the victory won, he spread a feast and welcomed to his board his former foes. They demonstrated the bigness of their hearts and came. They cleared away our forests, tilled our plains, built our factories, promoted our commerce, established homes, churches, and schools and laid the foundations of a civilization which stands as a beacon light "enlightening the world."

The American Revolution conducted by the original real American soldier will always stand as a living illustration of the truth that human freedom cannot be caged. She may and must be restrained and regulated by law, for that is civil liberty, but she cannot be enslaved by despotism. No man or set of men can eternally trample on the rights of others. The American colonists gave their time and their money and their life-blood almost to fill the coffers of King George of England. They endured the arbitrary rule of his insolent Governors, and long they labored under the yoke of unjust and unequal taxation—taxation amounting to robbery and confiscation without any voice and without any representative at court. They had but little voice in their own affairs and were ruled as with the hand of iron from the throne across the sea. They descended to the depths of abjection and became mere supplicants at the feet of the king entreating him to mercy and justice. But power had robbed the Mother country of her heart and blinded her to wrong; she only demanded greater tribute and doubled sacrifice. And then came the reckoning with mighty men—the men of the Revolution—the men who could write the Declaration of Independence; the men who could wage eight years of bloody war, through every degree of starvation and want, for civil liberty; the matchless soldier who could win that con-

flict and the statesman who after that could write that sure guaranty of freedom, our Constitution, and under that guaranty establish a "government of, by, and for the people." The leading spirit of those days was the soldier and the leading soldier was Washington,—hero in war and hero in peace.

Washington and his soldiers, however, were more men of peace than of war. Even amid the clash of arms, peace was uppermost in their minds, deepest in their hearts, and always on their lips. But they believed in honorable peace.

From such a soldier of the past, there are rich lessons for the American soldier or would-be soldier of to-day. Our country's history shows that she has never needed large standing armies. We now have, comparatively speaking, only a handful of men standing and equipped for war. Let us hope we may never be in need of more. Rather let us hope that love and common brotherhood may be the standing guaranty of our peace. Now as always, however, the American citizen, following the pursuits of peace to-day stands ready, in a just cause, to accept the fortunes of war to-morrow. Soldiering, my fellow-citizens, in this country to-day is a profession almost abandoned. Every American soldier at the present time is a man of peace. Those who wear 'a uniform and carry the equipment of battle can only play at war, for our government stands for dignified peace as opposed to the clash of arms in conquest and the starry banner of our Ship of State signals to our people and all the world beside this message:

"Peace in the quiet dales

Made rankly fertile by the blood of men.  
Peace in the woodland and the lonely glen  
Peace in the peopled vales.

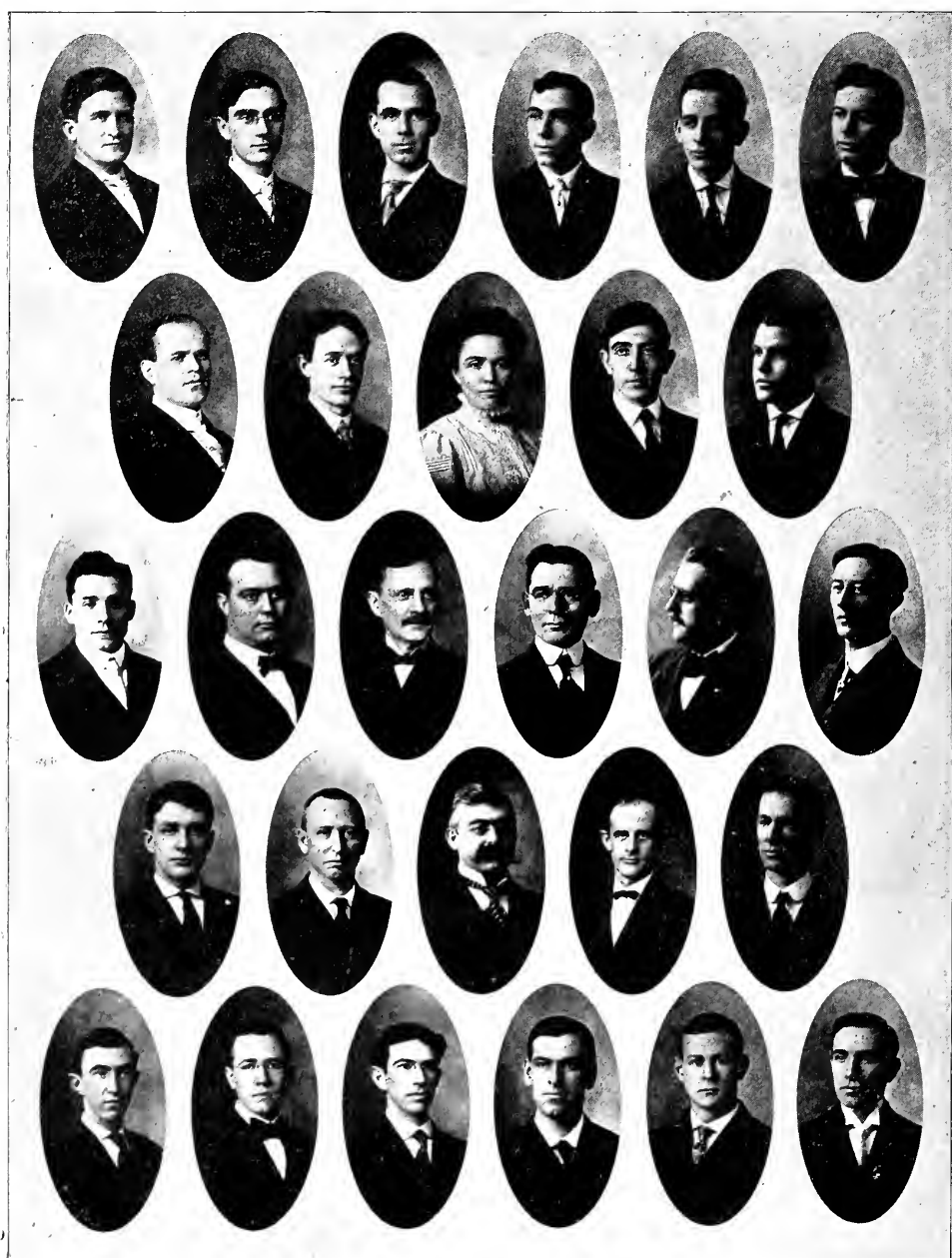
Peace in the crowded town;

Peace in a thousand fields of waving grain.  
Peace in the highway and flow'ry lane,  
Peace o'er the wind-swept down.

Peace in the whirring marts.

Peace where the scholar thinks, the hunter roams,  
Peace, God of peace, peace, peace in all our homes,  
And all our hearts."

The American soldier of to-day and of to-morrow, if needed, is the patriot son of



The Scientific Society

toil from the workshop and the farm, from the office, the bank and the store, and from all the avenues of worthy American endeavor. He is the soldier in citizen's clothes following the pursuits of happiness in love of home and country, until the trumpet calls to arms and then his life is on his country's altar, a sacrifice to the cause which she espouses. (The American soldier of to-day and to-morrow, if he have any work to do, will learn rich lessons from the past. He will be a stranger to fear when duty calls. He will be magnanimous and chivalrous in victory and brave in defeat. But one thought will actuate him in war,—his country's good; and but one glory will urge him on in battle,—the honor of the arms he bears. He will always welcome honorable peace, but in his life work, or on the field or in the tent, in light or shadow, his salutation to his country will ever be: Oh my Country!

"Well have the latter years made good,  
Thy brave-said word a century back,  
The pledge of human brotherhood  
The equal claim of white and black.

That word still echoes round the world,  
And all who hear it turn to thee,  
And read upon thy flag unfurled  
The prophecies of destiny.

Thy great world-lessons all shall learn.  
The nations in thy school shall sit;  
Earth's farthest mountain-top shall burn  
With watch-fires from our own uplift.

Great without seeking to be great  
By fraud or conquest, rich in gold,  
But richer in the large estate  
Of virtue which thy children hold.

With peace that comes of purity  
And strength to simple justice due  
So runs our loyal dream of thee;  
God of our fathers, make it true!

O! land of lands, to thee we sing,  
Our prayers, our hopes our service free;  
For thee thy sons shall nobly live,  
And at thy need shall die for thee."

And now a few words to the young men and women here in college life on the experiences they may expect to meet when they quit these walks and enter upon a course of training to which the experiences here are the merest preliminary. We who come to talk to you at this hour come from the greatest school, the real school, the school of life,

the university of the human race outside of college walls, the school without any curriculum, defined and required by law leading to a particular mark of merit; the school with courses all elective, limited only by the power and inclination of the matriculate for re-search, reason, righteousness, and service. It is a really great school in which thoroughly to learn things, for, while with many of the learners its most powerful incentive is necessity, yet its first and most efficient teacher is experience with the difficulties, requirements, burdens, and pleasures of practical life in which governmental and social problems, happy or unhappy living, are solved and realized respectively or failure in each of these is suffered. We say to you this practical school of life is really a great school and that we love it because:

"What I have lived I really know, and what I really know I partly own; and so, begirt with what I know and what I own, I move through my curriculum, elective and required, gaining nothing but what I learn, at once instructed and examined by every duty and every pleasure."

The training which you receive here or in any other institution of learning within your college days is only an entering upon a beginning of the training which, if you come to be a real man or woman, will be experience through your riper years, and if you have in mind success and happiness in after years you must here make up your mind that there shall be no end in your course of education except at the close of this life-school which, we, who are older than you, are now attending. Some of us left the pleasures which you are now enjoying twenty, thirty, or more years since. Has it been twenty or thirty or more years or has it been only so many days? In thinking of the flight of this time, as for myself, it almost seems the shorter period; but each of us can recall many experiences encountered and some things learned along the way. Successes have been attained and temporary disappointments suffered. To permit failure in any one effort to bring discouragement, however, we are here to tell you to-day is not manly; it is cowardly. The world hates a coward, but admires brave men and women who do things of good service to humanity, in reason and

righteousness, under any condition; if done under circumstances of adversity it worships them. This is true of service great or small, and this is what Emerson meant when he said:

"If a man can write a better book, preach a better sermon, or make a better mouse-trap than his neighbor, though he build his house in the woods, the world will make a beaten path to his door."

Consummations easy of accomplishment are very seldom the tools by which our wits are sharpened or our characters strengthened. Please remember, therefore, while we tell you now that when you take your place in the school which we now attend you should not be



**GEORGE E. McLAUGHLIN**

Instructor in Electricity and Shop Work

frightened at adversity, because that is the element of the circumstance or the situation or condition which almost every time it occurs can be turned to good account. If it comes to you just turn again to that piece of literature "As you Like It" and read:

"Sweet are the uses of adversity.

Which like the toad, ugly and venomous,  
Wears yet a precious jewel in his head."

Many good things have been said and written on the elements of success and we get advice on every hand as to the affirmative course of action to success in almost any line. It is just as necessary, however, my young friends to know and act the negative of these suggestions so freely given to us from so many sources; that is to achieve success we must know or learn to avoid the elements of failure. These elements are apparent on

every hand and literally strew the world's highways of wasted lives:

"In the cemetery of Failure are many epitaphs. Here are some of them: He lacked tact. Was too sensitive. Could not say 'No.' Did not find his place. Did not care how he looked. Did not guard his weak point. Was too proud to take advice. Did not fall in love with his work. He got into a rut and could not get out. Never learned to do things to a finish. Loved his ease and did not like to struggle. Was the victim of the last man's advice. Was loaded down with useless baggage. Lacked the faculty of getting along with others. He could not transmute his knowledge into power. Tried to pick only the flowers of his occupation. Knew a good deal but could not make it practical. A little success paralyzed him. Worry killed him.

Success, like health, lies not in outward things, but within. We must not wait until 'everything is right' for us to do some particular thing. We rust and rot away awaiting chances, which never can be ours until we create them ourselves.

Conova, at one time, having no clay, modeled one of his divinest figures in butter. See what Bret Hart got out of the barren sands and sage of California. It was a finer assay than gold miner ever dreamed of. But the riches lay within himself. The one whose purposes are right has only to dig, dig, confident that the gold is there and remains only to be uncovered."

Failure is a panorama of discouragement and despair, on a background of idleness, insincerity, false pride, wasted opportunity, darkly shaded, many times, from physical abuses and soul-destroying indulgence. On the other hand success is not unreasonable. It only requires, in a chosen field of life, our best service, with such mind power as nature has vouchsafed, given in love and joy and confidence and hope, and we love this universality of life, because in it are the colleges of courage, hope, and cheer.

"Let me but live my life from year to year,  
With forward face and unreluctant soul;  
Not hurrying to, nor turning from, the goal;  
Not mourning for the things that disappear  
In the dim past, nor holding back in fear  
From what the future veils; but with a whole  
And happy heart, that pays its toll  
To Youth and Age, and travels on with cheer.

So let the way wind up the hill or down,  
O'er rough or smooth, the journey will be joy  
Still seeking what I sought when but a boy,  
New Friendship, high adventure, and a crown.  
My heart will keep the courage of the quest,  
And hope the road's last turn will be the best."





The English Club

I love it, because: It never confers a degree for idleness but always pays a premium on industry. It never recognizes a falsehood except to condemn, but crowns truth upon a throne; it despises sham and loves the genuine; it abhors affected ostentation and teaches us to be natural; it ostracizes hate and welcomes love; and if we are asked for a roll of conduct in this great school I would that each might make reply in the words of Channing:

"To live content with small means; to seek elegance rather than luxury, and refinement rather than fashion, to be worthy, not respectable; and wealthy, not rich; to study hard, think quickly, talk gently, act frankly; to listen to stars and birds, babes and sages, with open heart; to bear all cheerfully, do all bravely, await occasions, hurry never. In a word, let the spiritual, unbidden and unconscious grow up through the common. This is my sympathy."

Once again I love this life-school, because: I have noticed that to every good student therein its Commencement Day is peace, and if you ask me to prescribe the written course leading to the merit mark of that day then I request you to note the beautiful words of Henry Van Dyke:

"To be glad of life because it gives you the chance to love and to work and to play and to look up at the stars: to be satisfied with your possessions but not content with yourself until you have made the best of them; to despise nothing in the world except falsehood and meanness; and to fear nothing except cowardice; to be governed by your admirations rather than by your disgusts; to covet nothing that is your neighbor's except his kindness of heart and gentleness of manner; to think seldom of your enemies, often of your friends, and every day of Christ; and to spend as much time as you can with body and with spirit in God's out-of-doors: these are guide-posts on the foot-path to peace."

And now I close, wishing for each of you all the good there is in life, I wish you as a part of that "enough difficulties to keep you well and make you strong and skillful."

#### ADDRESS

By

HON. FRANCIS W. TREADWAY.

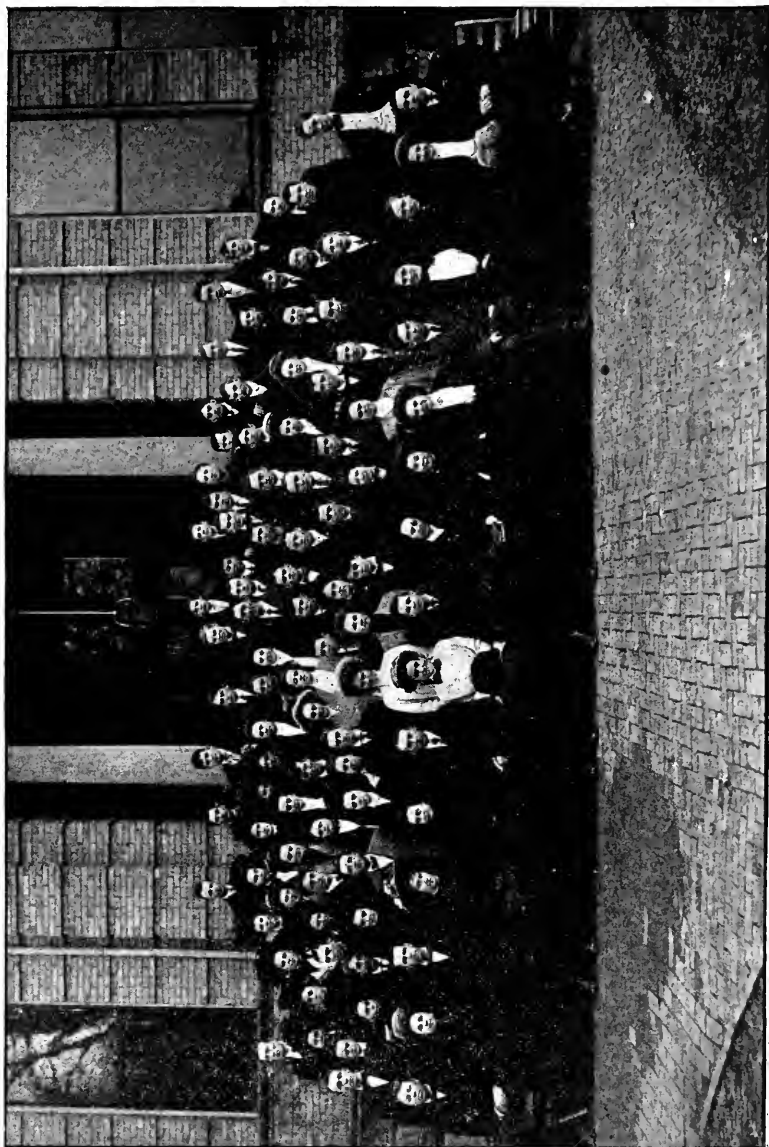
Lieutenant-Governor of Ohio.

Mr. Treadway, after a few introductory remarks, spoke as follows:

The exercises of this day commemorate the

birth of our nation. On this day, 133 years ago, was given to the world one of the momentous declarations of history, the first of what might be called the four great charters of the nation—the Declaration of Independence, the Ordinance of 1787, the Constitution of the United States, and Abraham Lincoln's Proclamation of Emancipation. For more than one hundred years annually upon this day the story of the Declaration of Independence has been told and retold. Closely associated with the Fourth of July, and of only less importance than the Declaration, was the Ordinance of 1787, creating and organizing the Northwest territory, comprising the great states of the present—Ohio, Indiana, Illinois, Michigan, and Wisconsin.

The soldiers of the Revolutionary war had been promised lands in the Western Territory, and following the close of the war the states of Virginia, Pennsylvania, New York, Massachusetts, and Connecticut had ceded to the Confederation their respective rights in the territory lying between the Allegheny mountains and the Mississippi river and north of the Ohio river, excepting a small portion of the lands in the Northeastern part of our State which was retained by Connecticut and became known as the "Western Reserve." The Congress was slow in redeeming the promise and so General Rufus Putnam undertook in Massachusetts the organization of the Ohio Company for the purpose of obtaining a grant of lands in the Western or Ohio Territory, as it was known, and to establish settlements therein. It was necessary that a government for the territory should be created and organized, and General Putnam and his associates appeared before the Congress at successive sessions urging upon it the passage of laws for that purpose. It is probable that the Congress little appreciated the vast importance of this territory and it delayed passing the necessary laws which would permit of its settlement; but finally in 1787 an ordinance was drawn and its enactment agreed upon. It was first planned that the ordinance should be passed upon the 4th day of July of that year, but owing to the absence of certain delegates on that day its enactment was postponed and it became law on the 13th of the month. It is this lapse of nine days that prevented the territory from



The Philomathean Literary Society

becoming a Fourth-of-July territory in all reality, although the patriotism which has always distinguished its citizens could not have been greater in that event.

The early history of Ohio is as full of romance as that of any of the original thirteen states and tells the same story of hardship, courage, perseverance, and victory no less than they. The voyage of the second Mayflower, built upon the banks of the Monongahela river, in which that sturdy band of forty-six Massachusetts settlers made the trip down the Ohio river to the mouth of the Muskingum, where the first settlement at Marietta was established, was only less a portent of the future than that of the landing of the first Mayflower at Plymouth Rock less than 170 years before. Roosevelt in his "Winning of the West" says that "the Ohio Indians were the fiercest, most cruel, and exhibited the best generalship in their encounters with the white settlers of any of the Indian tribes East or West; the country was almost wholly overgrown with forests which had to be cleared for settlement, and yet, in fourteen short years following the first settlement at Marietta, all these obstacles had been overcome, the settlement of the country accomplished, and the State admitted into the Union.

The ordinance of 1787 shaped the destinies of this territory in two ways differently from that of any other country theretofore occupied by man. Slavery was forever prohibited in the new territory—here was a great virgin country that was never to know its curse, and what marvelous results hinged upon that prohibition! And perhaps of equal import one-sixteenth of the public domain was set off to be held or sold for the support of public schools, which were to be free and open to all children of school age forever. A part of the cost of the education of every boy and girl of Ohio, of the students here at Ohio University, has been paid out of the income of the fund derived from the sale of these lands thus set off for their benefit one hundred and twenty years ago. The Ordinance of 1787 contains all the provisions later embodied in the Bill of Rights of the Federal Constitution by amendments and found in the twenty sections of Article I of the Ohio Constitution, besides many other provisions upon which



German Club



The Debating Union

that constitution and the constitution of all the western states were based.

While the entire territory was known as the Ohio country, the boundaries of the present state were not set off until 1799, and the territory thus created was to become the first state to be admitted to the Union from the territory owned in common by all the states. Being the first fruit or off-spring of that Union it is not strange that the people of Ohio have always been intensely loyal to the Union. All the issues of that stormy period ending with war between the states, Ohio made its own, and during that period it produced and gave to the nation giants who took first place in the discussion and solution of these troubles. The names of Harrison, Wade, Corwin, Ewing, and Giddings are indelibly written on the pages of history of that time. In the war that was to follow it gave to the nation soldiers second to no other state, and generals who commanded its armies and won its victories; the fame of Grant, Sherman, and Sheridan will live forever. Since the war it has given to the nation statesmen and presidents who have led it to heights of prosperity and world-wide influence previously unknown, until to-day it occupies first place among the nations of the world—the long line of these I need not name.

But what does our state mean to us to-day? When we speak of "our country," do we not always think of the nation? When we boast of our Ohio citizenship it is generally because of our pride in the part which the state has taken in the affairs of the nation—a sort of reflected glory which we feel because of that part. It is significant that the names of those whom we revere most are the names of those men whose career has been the national one. We can name few whom we honor and revere alone because of deeds done for the State. The state career of our public men has been generally brief. Such career has been sought, perhaps generally, as a stepping stone to a national one and the State suffers because of this fact.

When we compare the range of the state and national activities it becomes difficult to explain the reason for this, for if we consider how the average person is affected in his daily life by the state and by the nation, it becomes apparent that it is the state and not

the nation which touches the individual at the most points, and whose government therefore is of the most importance to him. The nation guarantees, it is true, the existence of the state. With the army and navy it protects the state from foreign aggression, and it assures the safety of our citizens when abroad; but it enters into the daily life of the individual, except as he feels indirectly the effect of federal taxes and through the post-office department, not at all. It is the state that guarantees life, liberty, and the pursuit of happiness to its inhabitants and that determines the relationship of man to man within its boundaries: it is the state that determines the domestic relations; that educates our



**EUGENE FRANKLIN THOMPSON**  
Secretary, President's Office

children; that protects the weak and defenseless; that punishes the criminal; that cares for and nurtures the dependent and helpless. It is the state that enacts the laws governing commerce and business and provides the machinery of local and municipal government which, in the cities at least, affects us and controls our conduct most of all. So nicely has this power of the state in local governments been distributed through various separate agencies that we sometimes lose sight of the fact that these agencies are state agencies, and that our city and county governments and our school boards are but agencies of the state, performing the state's work. Where, then, can a wider field for activity be found than in the affairs of the state or can greater reward follow faithful and efficient

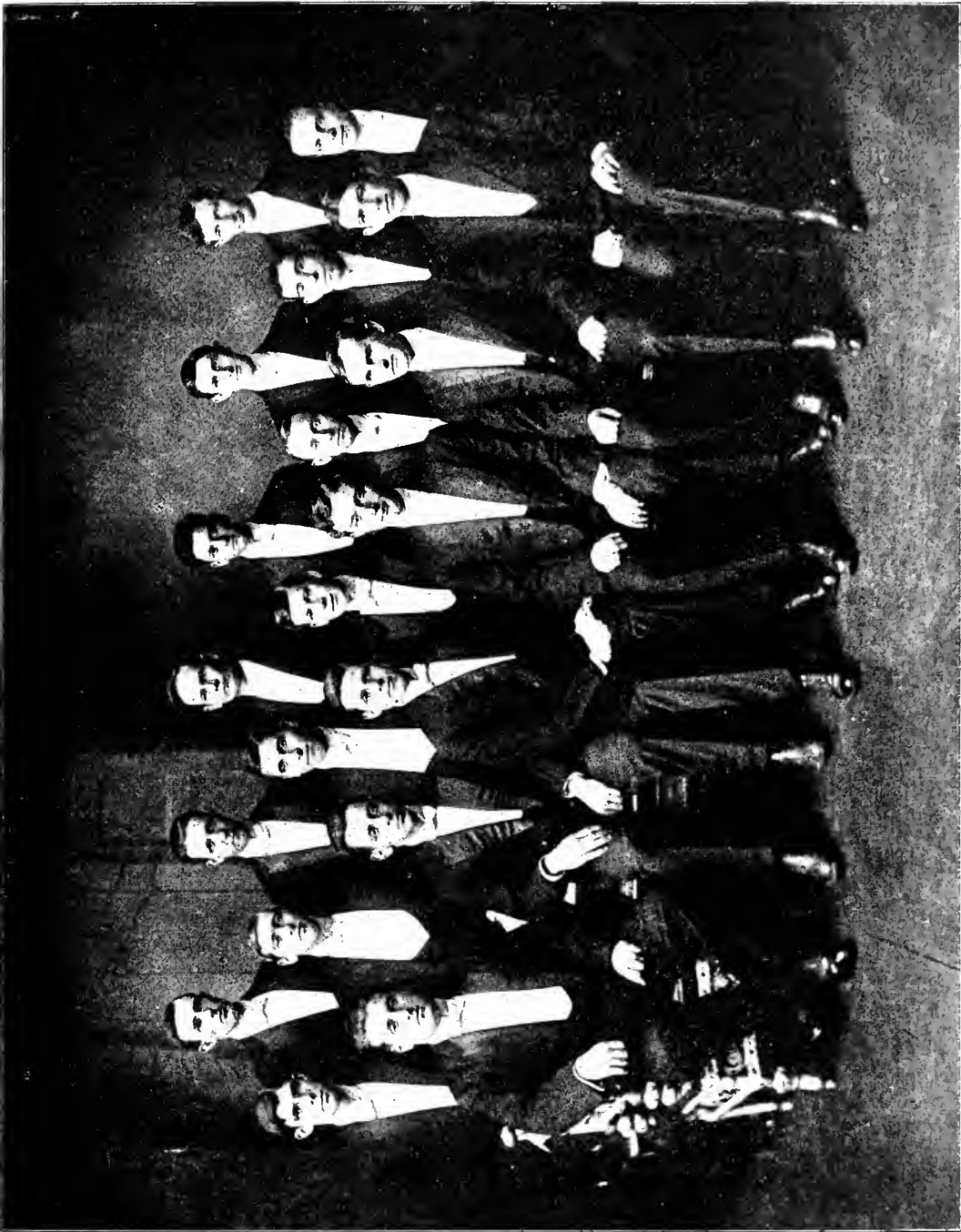
service, or where can we accomplish more for our fellow-men than in the service of the state?

It seems to me that we have lost much through the decadence of the old doctrine of state's rights, now settled for all time, but it is a question whether in yielding to the greater rights of the nation we have not yielded too much of our state pride, of our state loyalty, of our appreciation of the relative importance of the state and nation. When we speak of "our country," Ohio should be in our mind as well as the nation. Emile Souvestre has defined what "our country" means to a Frenchman when he says:

"Your country is all that surrounds you, all that has reared and nourished you, everything that you have loved. The land you see, those houses, those trees, those smiling girls that pass, that is your country. The laws which protect you, the bread which rewards your toil, the words you exchange, the joy and the sadness which come to you from men and the things amid which you live, that is your country. The little chamber where you once saw your mother, the recollection she has left you, the earth where she reposes, that is your country. You see it, you breathe it everywhere. Imagine, my son, your rights and your duties, your affections and your needs, your recollections and your gratitude, united under one name only—and that name will be 'My Country.'"

To the native of Ohio, to the man or woman who has spent much of his life in Ohio, does this not define in part his feelings for our grand old State? Merely to feel this and not to be inspired to action for the State is nothing. Our youth have ever been taught that duty and the highest patriotism may sometimes require that they lay down their lives for their country, but we must teach them that they must *live* for it, that it is entitled to their efforts and the best that is in them in times of peace as in war.

Many of the states, especially in the South, make a study of the state's history a part of the required work of the public schools. I would like to see this done in Ohio. Just as now in the higher grades of the common schools and in the high schools of the State the Constitution of the United States is briefly studied. I would have the Ordinance of 1787 and the Constitution of Ohio also taught. A study of these and of the history of our State would be a source of inspiration to our boys and girls.



Ohio University Glee Club



And I would ask of you to-day that we devote ourselves in a broader sense to the welfare of our State, to a consideration of its needs and necessities. The curse of our cities—the American cities everywhere—has been indifference upon the part of their citizen, yet nowhere are there greater fields of activities for the man inspired by patriotic desire than in our cities, large and small. Let us learn to look upon our home communities, our cities and our State as well as the nation, as "Our Country." Let us feel when we speak of Ohio something of that same sentiment, that same feeling, that same thrill that inspires us all to-day when we look upon our Nation's flag:

Your flag and my flag,  
And how it flies to-day  
In your land and my land  
And half a world away!  
Rose-red and blood-red  
Its stripes forever gleam;  
Snow-white and soul-white  
The good forefather's dream;  
Sky-blue and true blue, with stars to gleam  
aright  
The gloried guidon of the day, a shelter  
through the night.

Your flag and my flag!  
And, oh, how much it holds  
Your land and my land  
Secure within its folds!  
Your heart and my heart  
Beat quicker at the sight;  
Sun-kissed and wind-tossed  
Red and blue and white  
The one-flag, the great flag, the flag for me  
and you  
Glorified all else beside, the red and white and  
blue!

## Old Grads Meet in Capital City

### OVER FIFTY O. U. ALUMNI MEET AT THE BANQUET.

Columbus Association of Graduates Enjoy  
Splendid Reunion—Toast of Dr.  
Ellis.

**F**IRST annual banquet of the Columbus association of Ohio University alumni was held Friday night at the Hotel Hartman in Columbus. Covers were laid

for 55 guests. Judge David F. Pugh, of Columbus, presided as toastmaster. Music was furnished by the Phi Delta Theta quartet from the university.

A permanent organization was effected, with officers as follows: President, J. A. Harlor; Vice-President, O. C. Stine; Secretary, J. S. Carlton; members of the Executive Committee, George W. Tooill, Dr. A. G. Elder, and Miss Katharine Burns.

An elegant four course dinner was served, after which the old graduates enjoyed post-prandial wit and college reminiscences from several prominent alumni of the university.

On account of his injury, President Ellis was unable personally to fill his assignment on the program, and his toast was read by Prof. C. L. Martzloff.

The toast program follows:

#### Invocation.

Rev. J. C. Jackson, '70, Columbus,  
"Ohio University Before the War"....  
....Prof. W. H. Young, '53, Columbus,  
"The O. U. Alumni of Columbus".....  
....Hon. Emmett Tompkins, Columbus,  
"Ohio University 'Co-Eds.' ".....  
....Katharine S. Burns, '94, Columbus,  
"The Ohio University—the Old Century"  
.....Pres. Alston Ellis, Athens,

#### Impromptu Toasts.

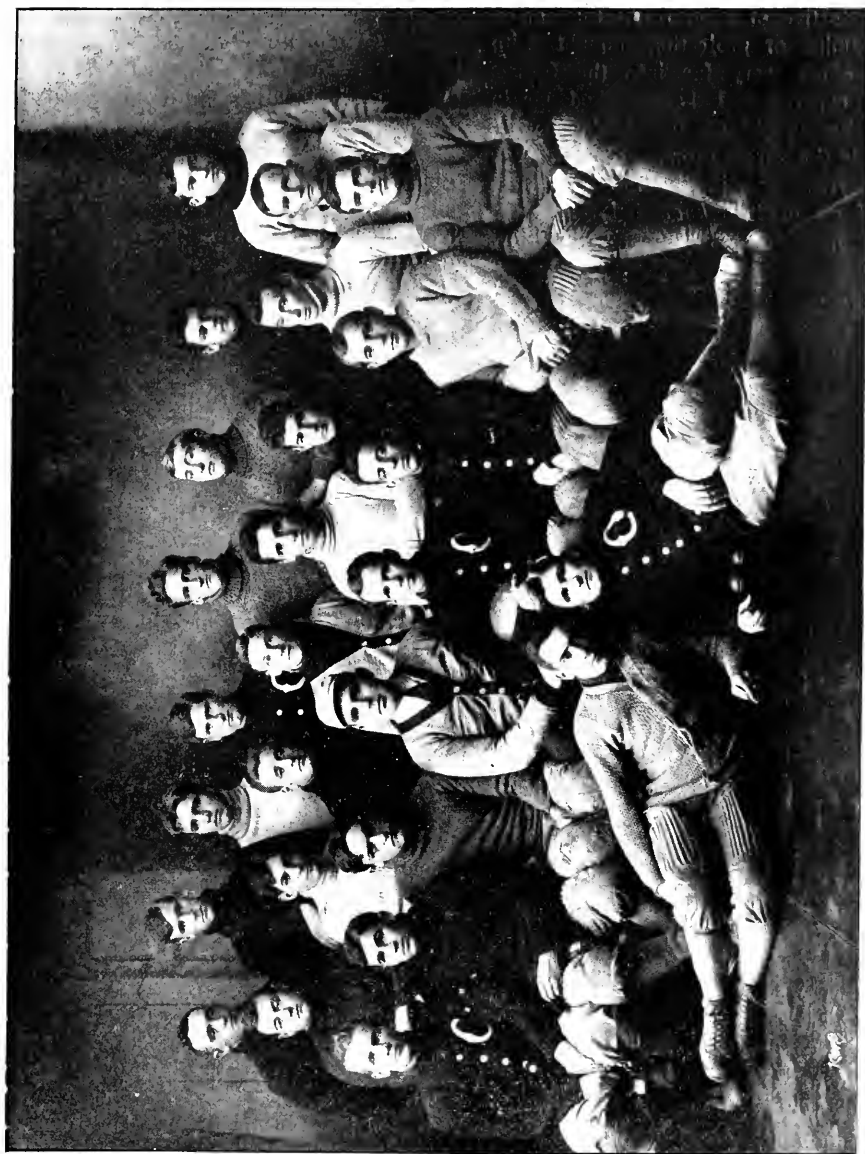
Music.....Phi Delta Theta Quartet.

The toast of President Ellis, which was read by Professor Martzloff, was as follows:

*Mr. Toastmaster, Ladies and Gentlemen:*

The reason why my brief message comes by the typewritten route rather than by personal speech is doubtless known to most of you. Some one has defined a "bore" to be a person who persists in talking about himself when you want to talk about yourself. I have here no opportunity to be bored; I have no disposition to bore others. The personal element will not enter largely into what follows.

Ohio University has a century of history behind her—a century crowded with worthy service and lasting results. The dawn of a new century has come. Only a few years of its achievements are made into a permanent record; and yet with this brief span of in-



Football Team, 1908

stitutional life what is here said is chiefly connected.

I am no prophet, or the son of one, but rather a matter-of-fact person who is concerned more about how to make the day that now is productive of good result than given to day-dreaming or projecting thought, with imaginary effort, very far into the future. The little experience I have picked up in the world has taught me that to-day's work well done is the surest promise of work well done to-morrow and in the to-morrows to follow. If we need to *know* before we can *reason*, we must recognize present conditions



The Old Beech in Winter Garb

before we can prophesy even what the immediate future holds in store for us. He is a seer indeed who can look ahead with clear vision into the closing years of the century into which we have just entered. A good foundation suggests a stable structure that may rest upon it. [The success of to-day gives some assurance that the effort of to-morrow will succeed.

The opening years of O. U.'s second century have been crowded with results which awaken a pardonable pride in the minds of those most actively concerned in bringing them about and attract the attention of the alumni, from all sections of the country, to

the new era of development and prosperity that has come to their *Alma Mater*.

The wonder is not that so much has been accomplished in late years, but that the era of prosperity was so long delayed. Why should the State of Ohio have held back so many years in giving the institution founded by her act, and bearing her name, such financial support, from her full coffers, as would enable it to make more lasting impress upon the intellectual and moral life of the people? Financial neglect and legislative mismanagement of the endowment lands, at one time, brought the revenues of the university to so low an ebb that its doors were closed and all its halls deserted.

It is an inspiration to renewed and better directed effort to know that such another financial drought is well beyond the realm of the possible. In legislative halls to-day, no one questions the right of O. U. to share liberally in the appropriations voted to promote those agencies of the state devoted to the higher education of its youth. Visit the "old campus" at Athens, see what has been done there with the thousands of dollars of special appropriations granted within the last seven years and the idea of permanency of things that now are and full assurance of better things to come will take possession of you.

Some features of institutional growth are of interest in this connection:

	1901.	1908.
Total receipts .....	\$45,920.29	\$152,922.94
Contingent fees .....	5,049.30	14,761.70
Number students .....	405	1,386
"    instructors ..	21	55
Pay roll .....	27,483.62	77,252.42
Bonded debt .....	55,000.00	20,000.00

The receipts of 1908, as reported, are exclusive of special appropriations amounting to \$89,500. Within the last seven years, the state of Ohio has given the Ohio University \$379,500 in the form of special appropriations. The gift of \$30,000 from Mr. Andrew Carnegie furnished about one-half the sum spent in building the new library.

The mill-tax levy, authorized by law and reasonably permanent, gives the university an annual income of not much less than \$95,000.



Characters in "As You Like It"



Contributors to Ohio's Fame and Prestige

Institutional growth in most desirable directions, is to be measured by something more than a full treasury and many evidences of the harmonious union of stone, brick, and mortar. The extent and nature of the work done, the manner in which such work affects the students who undertake it, and the relation of both work and students to the ever-varying life outside of college halls are still matters of great importance. The value to the state of the work done by the Ohio University either past or present cannot be measured

adequately by noting the length of its alumni record. O. U.'s graduate roll contains the names of 551 men and 92 women, a total of 643. Generally speaking, these graduates, men and women, have brought honor to themselves and their *Alma Mater*. They have made up for their numerical weakness by the sturdy work they have done in their chosen vocations. They have been working bees, not drones. The institution that sheltered them in their college days has reason to be proud of their achievements and their loyal interest



Art Studio

in everything that affects its permanency and growth. That permanency, as has been stated, is beyond the domain of doubt. The growth, where growth tells most, is not a *boom* that may encounter a strong retarding force to-morrow, but a healthy and natural expanding of ideas, effort, and patronage under conditions brought into being by official oversight, executive force, and efficiency of teaching service.

This afternoon, the winter term of the university closed. The term's enrollment of different students reached 642. The annual catalogue, now in the hands of the printer, will show the names of 1,462 different students.

This interesting assemblage of young people will compare favorably in scholastic zeal, exemplary conduct, and worthiness of character with any other student body to be found in this or any other country. The main cause that prevents a large number of them from entering the alumni ranks is lack of money to take them through college. Alumni, and other loyal friends of the university everywhere, should know of, and be interested in, the Student Loan Fund, now an effective means of enabling worthy students to complete a college course and yet assume no

indebtedness beyond their ability to meet under normal conditions.

Most of those here to-night left the university before the State Normal College was connected with it. This event occurred nearly seven years ago. It is no secret that many graduates of former days looked with some misgiving upon this putting a normal college in connection with the old-time College of Liberal Arts. The new phase of education, it was thought, would take effort and money from the work which the wisdom of a century ago had inaugurated. It was said that normal-school standards of scholarship were so low that they would imperceptibly yet surely have a bad effect upon the baccalaureate courses of the university. Experience has proved all these fears to be groundless. The work of the Normal College is of high academic and professional grade, while all conversant with the true condition of things know that scholastic standards in the College of Liberal Arts were never so high as they now are. Among the higher institutions of learning, those having a higher rank than Ohio University are few and far between.

The fact that a gathering like this is possible, in this goodly city, gives new heart and



Art Studio

impetus to the forces that direct affairs at Ohio University. The officials of the University are proud of her sons and daughters wherever dispersed, and seek to come into more intimate relations with them. There has been too much loosening of the "ties that bind." Many of our alumni know but little of what is going on in college halls at Athens. One regret of my life has been my inability, so often experienced, to spend all or the greater part of commencement week, each year, at my *Alma Mater*. This deprivation—and it ought to mean one to each college student—need not fall to the lot of many. Usually, in such a case, where there's a will there's a way. A few days of time and a few dollars of money are well spent in such pleasure or *service*, if you prefer the latter term.

Commencement week for 1909, at Ohio University will open with the Baccalaureate Address and the Annual Sermon, on Sunday, June 20th. There is promise of a large attendance of alumni. Will your name be written there? If you have not been in Athens lately, a visit will reveal that there is something worth seeing on the old campus. There is the Central Building, erected in

1817; Ewing Hall, with \$35,000 of its bonded indebtedness removed; the remodeled "wings," dear to many who were sheltered therein in the days gone by; the "Old Chapel," now Music Hall, with its quarters for the literary societies; Ellis Hall, the home of the State Normal College; the Carnegie Library; Women's Hall and Boyd Hall, the former recently purchased for \$30,000 and soon to be enlarged, the latter a beautiful building worthily named, and both furnishing excellent homes for a large number of young women; and last, but not least in *value*, the Central Heating plant, which already has cost about \$40,000, and is crying aloud for nearly as much more for its completion.

As yet not a decade of the second century has passed. We can start a proportion, but who has mathematical skill or imaginative power strong enough to complete it. As the few years that have passed are to the larger number of years ahead, so are the results now manifest to all, to those held in the keeping of the decades yet to come. This is the simple-looking problem which a suave, pleasant-spoken committee, with easy grace, asked me to solve; and this is the problem which I, weighed down with physical infirmity



and afflicted with some mental aberration, too, it would seem, unthoughtedly consented to work out. I had in mind the time when, as a schoolboy, such looking problems were regarded by me as an easy mark. I soon found that proportion problems in the textbook had figures as their basis, while the problem assigned me by the committee was as indefinite, and as likely to war against final solution, as the celebrated frog-and-well problem given Squire Jones's awkward boy by a malicious teacher. Is it passing strange that I have "sidestepped" the main question in nearly every paragraph I have written?

However, I am grateful for the opportunity given me to fill a place on your program, although I would cheerfully forego that honor to be privileged to occupy a place at the festal board around which you are seated. The fleshpots still appeal to some sections of my physical makeup.

And now to one and all, graduate, ought-to-be-graduate, and invited guests, I present, in conclusion, warmest greeting and sincere best wishes.—Athens Messenger, March 27, 1909.

#### UNSOLICITED WORDS OF APPRECIATION.

If President Ellis were called hence dur-

ing his incumbency as President of the Ohio University, those who would speak at his obsequies would have a fruitful subject to discuss and his administration would be designated as the most successful in the history of the institution. His efforts would be classed where they belong—among the noblest and best that a man has to give. Unfortunately, in this country at least, a man has to die and be put under the ground before the world is free to give the credit his efforts deserve.

We are strong in the belief that there should be more "taffy" and less "epitaphy" in this life, and that every devil should be given his due measure of praise, if any he deserve, and that the flowers should be delivered to the nurse rather than to the undertaker. It is with these well-grounded beliefs in mind, we wish to speak of President Ellis.

It cannot be denied that Dr. Ellis brought new life, new energy, and new hope to the Ohio University when he came to it as President about seven years ago. In all respect to the many able men who preceded him, he took charge of the O. U. at a time that an atmosphere of lethargy and indifference surrounded it and all officially connected seemed to be suffering a soporific calm similar to that produced by the sting of the African tsetse



Front, Music Hall; rear, Central Building; to the right, Ellis Hall,  
Ohio University, Athens, Ohio



University Terrace, Athens, Ohio

fly. True, there had been some evidence of awakening, as a result of the Sleeper law which made Ewing Hall possible, but Dr. Ellis took charge with a heavy debt hanging over the institution, of something like \$55,000.

The fact is, the institution had been running along for years in a desultory way, sleeping upon its rights as a ward of the State, there never having been enough interest and concerted action to demand of the State its due. There was not much doing and but little to do with. The policy seemed to be, "Pray for increased attendance", as that was the most plentiful source of relief at the disposition of the trustees, "and when our prayers are answered and the old buildings bulge out with students, maybe the legislature will recognize our needs and give us money." the prayer was never answered—so you could notice it.

Dr. Ellis assumed the presidency surcharged with boundless ambition that had been nurtured with repeated successes and he knew no such word as "fail." He was accustomed to doing things, making things move, and when he put his shoulder to the rusty wheels

of the university and they did not move, he called for help, but his cry was not taken seriously—only the enthusiasm of a beginner—it was thought, and when he found the true condition, he doubtless said to himself, "If they won't move, I WILL"—and he did. He began to do things the Ellis way. He cared nothing for precedents and customs and deference. He took the reins in his own hands and when duty allotted was unperformed, he did it himself and asked no questions. As a natural result, an indifferent board began to prick up its ears and roll its eyes and say, "What manner of man is this?" Then as toes that were in the way began to be tramped upon, criticism ran rampant and prejudices were developed and those who had been rudely awakened by a real, live, energetic President, began to rub their eyes and oppose, and nag, and belittle. The opposition crystallized into an anti-Ellis faction, making a healthy minority on the board of trustees.

Instead of having a unanimous support from his board, he has had to fight the battles of the university with the heavy handicap of minority board opposition. Less courage-

ous men would have thrown up their hands and quit. Not so with Dr. Ellis. The oppo-



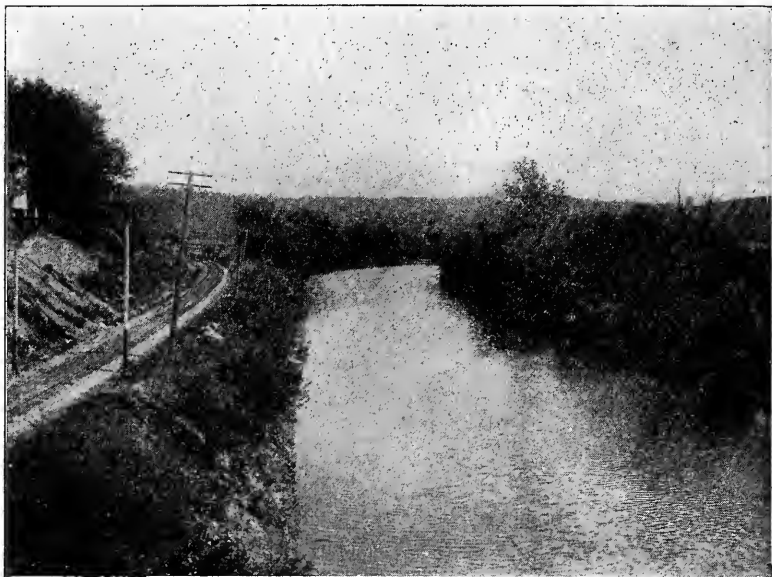
**GEORGE C. PARKS, Ph. B.**  
**Instructor in the School of Commerce**

sition from within simply acted as a spur to greater effort and in spite of it all it must be admitted that he has accomplished wonders by indefatigable and persistent effort every waking hour of the twenty-four, during the past seven years.

His policy seems to have been directly opposite to all former policies and it has won. He has marshaled whatever aid he could get, and simply made the State build one building after the other. He increased his faculty and paid them more money and the enrollment has jumped from 405 in 1901 to 1,386 in 1908. The receipts of the university have jumped from \$46,000 in 1901 to \$153,000 in 1908. The campus is literally filled with magnificent and imposing new buildings. The air of progress and prosperity has pervaded the institution and the end is not yet. The State is taking care of her ward. The mill-tax levy gives the university a permanent annual income of about \$95,000. A contrast of the condition to-day with the condition when Dr. Ellis took charge, compels the admission, even from his enemies, that his administration has been an abundant success. He is in better position to help the university to-day than he was seven years ago but the anti-Ellis faction is camped upon his track and will be satisfied with nothing but the death of their quarry. The sober judgment of the majority of the board has saved him for the university



**South College Street, Athens, Ohio**



A River Scene

to date, but persistency will work wonders, and it is only a matter of time, we fear, that some man, measuring up to the standard of minority antis, in pleasing personality, diplomacy, and suavity, will succeed him.

President Ellis may not have always said things that we would have approved, or have done things that we would have done; neither may he have a personality that attracts, nor a manner that would make him a star in the society of the "400", but he has delivered the goods as President of the University and the outlook for continued growth and prosperity of the institution was never brighter or better, and history will give the man credit who was on the job during the renaissance of the oldest educational institution west of the Alleghenies.—Editorial in the Athens Daily Messenger, April 6, 1909.

#### A BIT OF HISTORY.

by

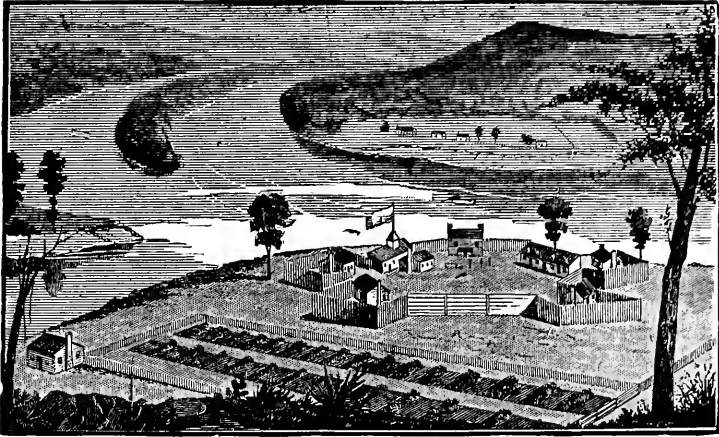
Clement L. Martzoff.

Alumni Secretary, Ohio University.

A member of the Class of 1908 recently made the remark to the writer that he would rather hold a diploma from the Ohio Univer-

sity than from any other college in the land. In explanation of his statement he said that the unique origin of the Ohio University and its position in the pioneer history of the State made a degree from it more valuable to him, and that for these reasons, after doing work at another college, he changed his school. Some people may not consider these valid reasons. But there is a value in a name and there is a value coming from that which has a history.

In a certain farm house in Ohio there is an old grandfather's clock which its owner declares came over in the Mayflower. The fact that it is actually that old, or that it came across the Atlantic in 1620,—these things alone do not give it its whole value; but when the farmer states that *it still runs* and it has had no repairs for twenty years, his eyes sparkle and he says it with a warmth that you know is genuine pride. They are not the words of an idle boaster. He prizes it because it is old? Yes. Because it is a family heir-loom? Yes. Because it yet runs? No. For he can get a forty-nine-cent clock that will run as well. But he prizes it because it *is* old, *is* a family heir-loom, *and it still runs*. He feels rich to have a family



FORT HARMAR, 1788.

relic that was made by an ancestor in England, ticked away in an English kitchen, did duty in Holland, doled out the weary hours to the Mayflower passengers, pointed its hands to the time of worship to the church-going Puritan, and saw generation after generation of New Englanders, strong and sturdy as the English oak, pass in and out before it. The father looked at it to note the hour of birth of his first-born. Later the child listened to its voice and thought it spoke to him. Later, when he brought to his father's hearth his kerchiefed bride, it seemed to tick a welcome and when his face counterfeited the linen of his couch it tolled for him the death-watch in the early hours of the morning. From its station in the hall, it looked out over the Cambridge campus and saw the boys of Harvard going to their lessons. On the day before Bunker Hill it heard the prayer of the President for the success of the patriots and it saw the college boys lay down their books and march away to the throb of the drum-beat. It heard upon the hard road the hoof-beats from Paul Revere's midnight ride, and the rattle of musketry from Lexington's common, saw Lord Percy's be-draggled soldiers retreating to Copp's hill and a month later caught a glimpse of the flashing sword of Washington beneath the old elm. Packed in a Conestoga wagon, rattling through the forests of Massachusetts, New York, and Pennsylvania, loaded on a flat boat

and drifting down the La Belle Riviere, standing sentinel in the pioneer home at Marietta, it heard the sunset gun from Fort Harmar, saw the red man peering from his wooded covert, and struck three when St. Clair established civil government in the territory northwest of the River Ohio. After doing duty for nine generations of men, now it stands in a remote farm house and "it runs



ARTHUR ST. CLAIR

still." "And their works do follow them." The old clock is a reincarnation of its builder.

The spirit of its maker is manifest in case, in face, in hand, and in sprocket, and there hovers in and around it the shadowy forms



RUFUS PUTNAM

of those whom it served and who looked into its face and measured their daily tasks.

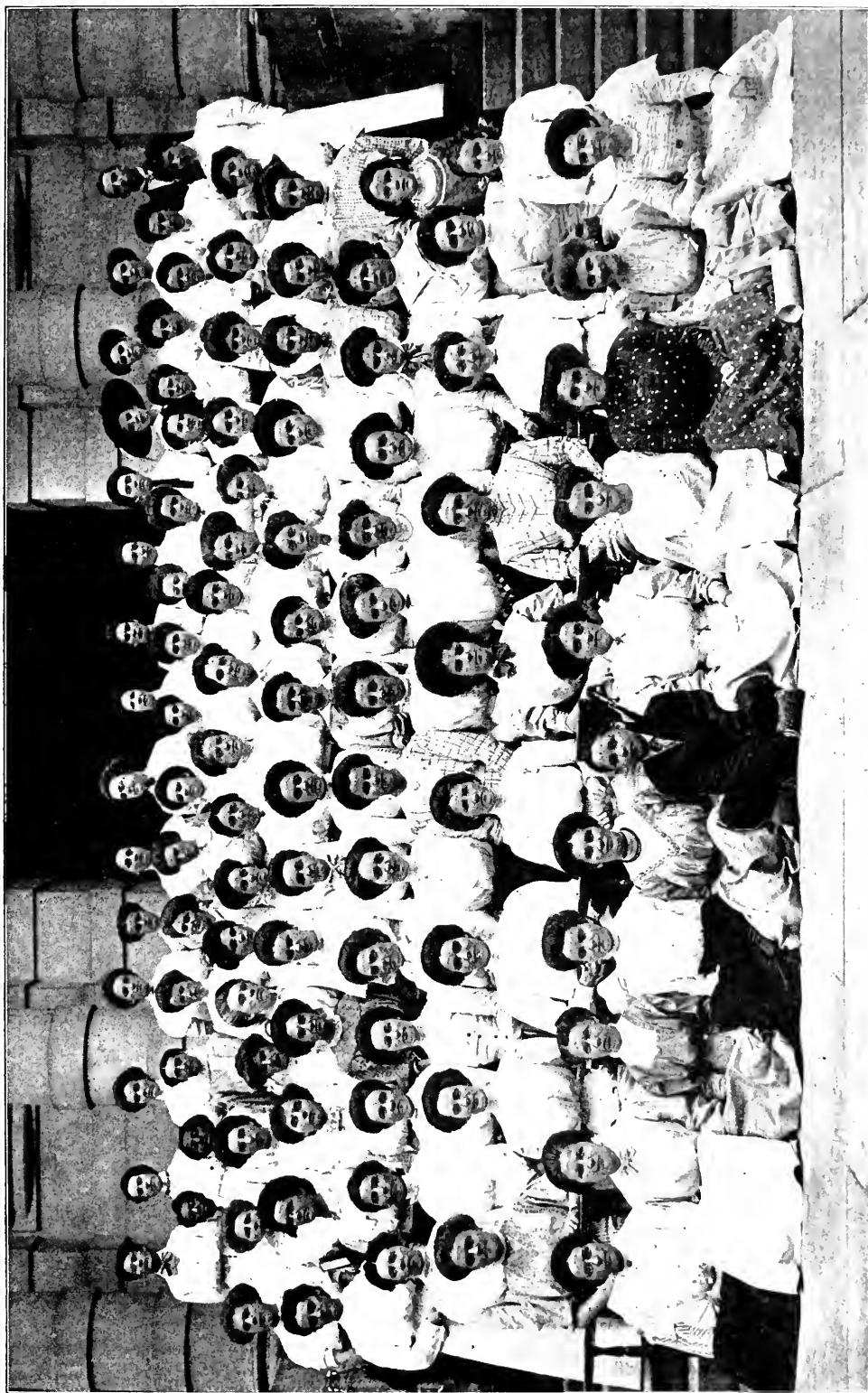
Ohio University occupies first place among the colleges of the West. Not because it is the pioneer college, not because it is old, not because it has done valiant service to the State for a century, but because it is *old* and *has done these things* and because "it still runs." Its fathers were the fathers of the Republic. It was born with the Commonwealth. It was nurtured by the founders of the State. And when these had passed away

it took their sons and trained them to walk in the paths of their sires. The establishment of the Ohio University was a part of the organic law of the Northwest. It was co-equal with freedom of religion and opposition to slavery.

The fourth generation of Ohio-born sons are being educated in her halls. The old college has seen the State transformed from a wilderness to a garden spot. The sons of "O. U." have gone forth into the marts of trade, stood in the forum, and marched to the beating war-drum. Through it all there has breathed the spirit of the fathers. The builders did their work well. They left their impress in every detail of their construction. The men who called Ohio University, *Alma Mater*, have woven their personalities into the fabric of her life. "And it still runs."

In the old Bay state, midway between the valleys of the Merrimac and the Connecticut, surrounded by tree-clad hills and sparkling lakes, lies the hamlet of Rutland—"The Cradle of Ohio." On the main thoroughfare of this New England village, but nestling back among some giant forest trees, stands a house, erected before the War of Independence. It was the home of Rufus Putnam. "The Father of Ohio." Here on the night of January 9, 1786, Benjamin Tupper who had just returned from a visit to the Ohio Country, sat up nearly all night with Rufus Putnam and together they planned the founding of a new state west of the Alleghenies. The result of this conference was the calling together of a meeting of the veterans of the Revolution less than





Summer-School Class in Drawing and Hand-Work



two months afterward, at the Bunch of Grapes Tavern, Boston, where the Ohio Company of Associates was organized. A year later, when the organization had been perfected, Manasseh Cutler, one of the leading spirits in the enterprise was sent to interest Congress in the scheme. The selection of Dr. Cutler for such a task was fortunate. By his consummate diplomacy, he succeeded in getting a dying Congress to do in two weeks what it had failed to accomplish in two years,—the establishment of a government for the Territory northwest of the Ohio. He was instrumental in having placed in the famous ordinance, the

object in such manner as the Legislature of the State wherein the said townships fall, or may be situated, shall or may think proper to direct." (Contract of the Ohio Company with the Board of Treasury.)

Already the Ohio Company had informed Congress that "The lands assigned for the establishment of an University to be as nearly as possible in the center of the first million and a half acres, we shall pay for." (Letter of Ohio Company to the Board of Treasury.)

Manasseh Cutler is the "Father of the Ohio University."

It is a unique example in state building for those men eight hundred miles away from where they were going to make their homes, in a wild and unbroken country, to say that they would establish a university for higher education. These things are often afterthoughts. Not so in Ohio. The builders builded well.

"The measures which have been taken by the act of Congress, providing for the disposition of the lands west of the Ohio as far down as the Scioto for the establishment and maintenance of schools, and of a University shed an especial lustre on these settlements and inspire the hope that by the particular attention which has been given to education, the fields of science will be extended, and that the means of acquiring useful knowledge will be placed on a more respectful footing in this country than in any other part of the world. Without speaking of the advantages of discovering in this new country species hitherto unknown in natural history, botany, and medical science, it cannot be questioned that in no other part of the habitable globe can there be found a spot where, in order to begin well, there will not be found much evil to extirpate, bad customs to combat, and ancient systems to reform. Here there is no rubbish to clear away before laying foundations. The first commencement of this settlement will be undertaken by persons inspired with the noblest sentiments, versed in the most necessary branches of knowledge, acquainted with the world and with affairs, as well as with every branch of science. If they shall be so fortunate as to have at first the means of founding on an advantageous plan these schools and this University, and



MANASSEH CUTLER

now oft-quoted "religion, morality, and knowledge" doctrine. Two weeks later he had completed his negotiations for the purchase of land for the Ohio Company. He insisted that there should be an appropriation of land in the company's purchase for the endowment of a university and this feature was part of the contract with Congress. "And also reserving out of said tract so to be granted, two complete townships to be given perpetually for the purpose of an university to be laid off by the said parties of the second part, their heirs and assigns, as near the center as may be, so the same shall be of good land, to be applied to the intended

of sustaining them in such a manner that the professors may be able to commence without delay the different labors to which they may be called, they will, in the infancy of the colony, have secured to themselves advantages which will be found nowhere else." (Translated from a French Pamphlet, published in Paris, 1789. It was used by the Scioto Company to induce emigrants to come to Ohio. It was brought to America by one of the Gallipolis settlers.)

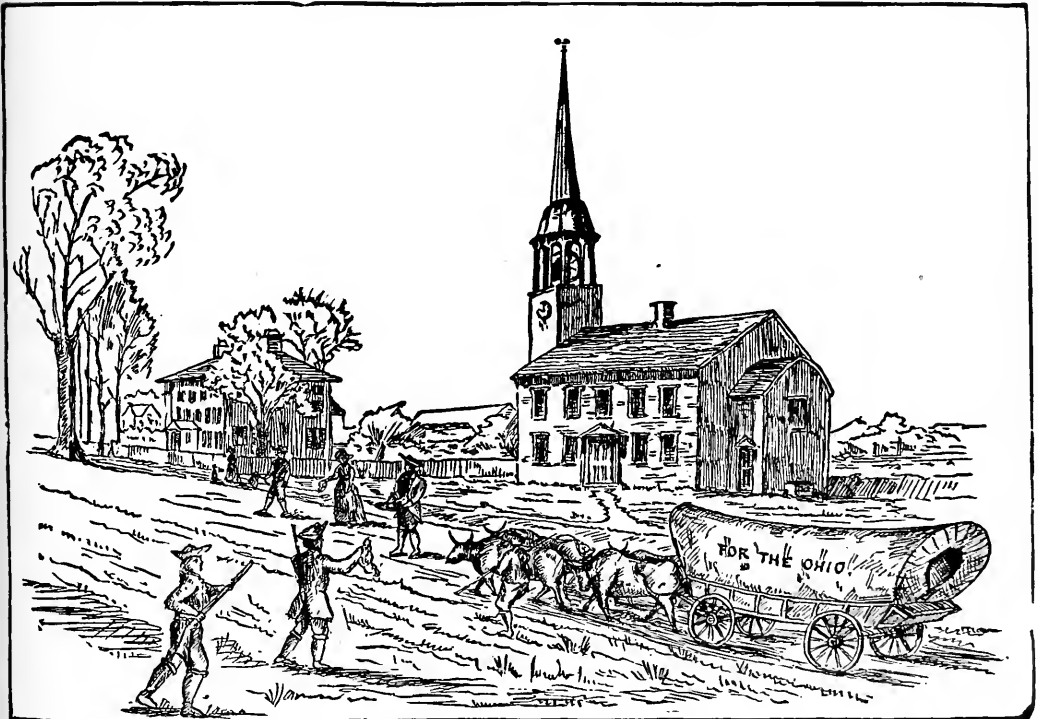
It was a great day in Ipswich, Mass., December 3, 1787, when the colonists gathered together to receive the blessings of Dr. Cutler, as they were about to depart for their future homes. Four months later the "second Mayflower" grated its keel on the pebbly shore of the Muskingum and Gen. Rufus Putnam alighting on Ohio soil carried in his pocket a commission from the National Government to establish "an university in this wilderness." The Indian war coming upon the Ohio country deferred the beginning of the college:

but as early as 1795, the townships of Athens and Alexander had been selected as the "University townships." Four years later the Territorial legislature appointed a committee with Rufus Putnam at its head to "lay off a town plat which shall contain a square for the college."

"In a fleet of canoes, propelled by the power of the setting pole against the swift and narrow channel of the Hock-Hocking, accompanied by armed guards against the lurking savages, and carrying with them pork, beans, and hardtack that made up their rough fare, the committee of old veterans of three wars proceeded to fix with compass and chain the boundaries of university lands. There was little of culture and polish in the undertaking, but rifles, canoes, and salt pork were never put to better use. This was a strange introduction of the classics into the Northwest."

Such was the genesis of the Ohio University.

In 1801, Judge Ephram Cutler stated that



Dr. Cutler's Church and Parsonage at Ipswich Hamlet, 1787. The place from which the First Company Started for the Ohio, December 3, 1787.



the University lands then contained about nine hundred inhabitants. Still the country was a wilderness. The campus was covered with poplar trees and flocks of wild turkeys were frequent. Dr. Eliphaz Perkins at whose home the University trustees held their first meeting took bear meat for his medical fees but he himself met bruin one day wandering over the campus inspecting the site of the proposed institution of higher learning.

The act of the legislature establishing the University was drafted by Dr. Cutler at his Massachusetts home. He sent it to Rufus Putnam, accompanying it with a letter giving his idea of the conducting of the school. Two years later another law was enacted, which differs in some essentials from the first one. Trustees were elected, a place and time of meeting was set. Governor Tiffin thereupon called the meeting and he himself was present. He had ridden on horseback from Chillicothe through the hills of Vinton county, sixty miles. Samuel Carpenter came from Lancaster, Rev. James Kilbourne from Worthington

beyond Columbus, and Rufus Putnam from Marietta. The roads were only trails and there were but occasional pioneer huts to cheer the traveler. In going across the cliffs and following along winding streams the lone travelers passed the haunts of the bear, the wolf, and the panther. It seems incongruous. "These men had traveled fifty to one hundred miles, by blind paths or Indian trails through dense forests inhabited by wild animals, to this embryo village, for the purpose of establishing an institution of learning." (Walker's History of Athens County.)

The first building was begun in 1807, and in the spring of 1808 it was advertised that every thing was in readiness for the reception of students. On "registration day" three young men applied for admission. Rev. Jacob Lindley, a Dartmouth graduate, was the faculty. A year later, the trustees decided that hemp, beef, and pork would be accepted in lieu of money for rent of the college lands. There were no scales in the town and if the college treasurer and lessee failed to agree

a committee of arbitration was selected from the citizens of Athens.

The growth of the college was necessarily



THOMAS EWING

slow, but it gained in favor with the citizenship of the State. From the time Thomas Ewing went forth as one of the two first graduates, the college maintained a standard of excellence second to none in the country. At the trustees' meeting held April 17, 1823, that body felicitated itself upon the position the infant institution had taken in the ranks of colleges.

"It is a subject of peculiar gratification that the standing of this institution is rapidly rising in the public mind. While there are many other institutions in the State, facts warrant the conclusion that the Ohio University has the precedence in the confidence of the public."

The trustees had ample reason for this burst of self-laudation. Every part of the State was represented in the student body. The Reed boys came from a farm near Urbana, a distance of one hundred and fifty miles. There were in the family seven boys and the father desiring to give them the best educational advantages within reach, selected the Ohio University. But their help was needed in both the spring and the fall on the farm, so they had to journey back and forth at these seasons. The journey was made in a

two-horse carriage and it took three days to make the trip each way. The father took his boys back and forth one-hundred and twenty times. In all he traveled eighteen thousand miles or three-fourths around the globe. Of course it paid. Daniel the eldest, who graduated in 1824, was for years a member of the faculty of his *Alma Mater*. Then he became a college president. Three became successful lawyers and one of these a Judge of the Supreme Court of Ohio. Two became physicians and the seventh was shot while commanding a vessel in running the blockade in the Mississippi during the Civil War.

The following extract from a letter written several years ago to General Charles H. Grosvenor further illustrates the position of Ohio University. It was written by Theodore W. Tallmadge of Washington City, since deceased. Mr. Tallmadge was a Freshman at Athens during the college-year, 1842-43. It was the last year of William H. McGuffey as President. On account of the action of the Ohio Legislature, in denying the re-appraisal of college lands, it was supposed that the college would suspend immediately, so the students went elsewhere. Mr. Tallmadge



SAMUEL S. (SUNSET) COX

went to Princeton, "Sunset" Cox became a student at Brown, and others went to other colleges.

"We had at that time a large number of students, probably more in attendance than at any University in the State. The faculty



WM. H. MCGUFFEY

was of a superior order, and among them was Mr. Mather, the celebrated geologist and mathematician. Also the great classical professors, Kuhns and Read, highly cultivated scholars, were there. The character and ability of the students tallied with the esteem in which the professors were held by the community and were very studious. The public literary entertainments, generally had in the Presbyterian Church, were of a high order \* \* \*. We generally had exercises by the Literary Societies of the College at the termination of the winter session, just before the spring vacation. In addition were the Commencement exercises at the end of the scholastic year; often the students would celebrate the Fourth-of-July by proper exercises, several of them delivering orations and the Declaration of Independence being read. Many of these students that were my companions at that time have become very conspicuous and influential citizens, not only in the State of Ohio, but in other states. Among them I might mention John B. Hoge of Richmond, Virginia; Converse Goddard of Zanes-

ville, Ohio; R. Patterson Effinger of Lancaster, Ohio; Lorenzo D. McCabe and Dr. Silva of Chillicothe. About twenty per cent. of the students were from other states and at that time the Ohio University was patronized very generally by Virginians, as there was no competing university in that state.

"I suppose that it is generally known that Jefferson Davis was at one time a student at the Ohio University. I am reminded of this more especially because my father-in-law, Major Andrew Parks, of Charleston, West Virginia, was his room-mate. During the War, Major Parks was arrested as a hostage, he having been a member of the seceding convention of his state, whereupon a letter from him to Jefferson Davis was the means of his immediate release, because the other party was at once discharged on parole.

"You would probably not be interested in any description of college scrapes during my experience at the University. I will mention some however. At one time some of us of Whig proclivities, who were at a meeting in one of the nearby villages at which the anticipated orator did not make his appearance, pointed out Samuel Sullivan Cox of Zanesville, one of my class-mates, as a good speaker that would interest the audience and he made a very acceptable speech. You know that



CONSTANCE TRUEMAN McLEOD, A. B.  
Principal of the Kindergarten School

during his life he was a very prominent man in the Democratic party, so much so that he was the editor of the Ohio Statesman at



**The Hock-Hocking River as Seen from the South Bridge**

Columbus and represented the Capital District in Congress several terms. He was a brilliant young man and was almost always on the program for a speech at a public exhibition. At one time a dialogue written by him was acted on the stage. At that time the trees were being planted in the campus, which I suppose are now in fine condition. The students assisted in planting the trees. It was after I entered college in September, 1842, that my father, who was the contractor for carrying the mail from Lancaster by horse, was induced to commence a stage line, and I well remember what an excitement occurred in the town when the first four-horse post coach came dashing down the main street with the mail and stopped at the post-office. The excitement was as great as in any village now when a railroad train first arrives.

"During the winter session it was not possible to run the stages because of the bad condition of the roads, and when we passed our winter vacation, and sometimes the spring

vacation at our homes, it was necessary to make the journey on horseback, necessitating us to hire the horse and keep him during the entire vacation. During the second week of March, 1843, Athens had a jollification because the Legislature had refused to re-appraise the University land, and I suppose there has been no other since that time, where so many persons have been in the place, and so much excitement has been engendered. At night bonfires made the whole city light and the windows of the houses were illuminated. The students did not sympathize with this display and they formed a procession, marching through the town giving expression to their feeling of disappointment, because they feared the University would not be well sustained under this action of the Legislature.

"My residence at Athens has always been a very bright spot in my memory. Everything was made comfortable for the students, the citizens were all very kind to them, and the environments were of the most desirable

kind for a student life. We would roam over the beautiful hills and take pleasure in navigating the Hock-Hocking river, while it served also for swimming exercise; and thus between the fresh water and the exuberant air the students were all in a healthy condition with every opportunity to prepare for their life work physically and mentally."

Lancaster, Ohio has always been noted for the strength of its bar. In the middle third of the last century, it was distinguished by such eminent lawyers as Thomas Ewing, Hocking H. Hunter, Henry M. Stanberry, and John T. Brazee. Ohio University lays claim to two of this quartet as alumni—Ewing of the Class of 1815 and Brazee, Class of 1824. Mr. Brazee has left the following statement pertaining to his relations with the Ohio University:

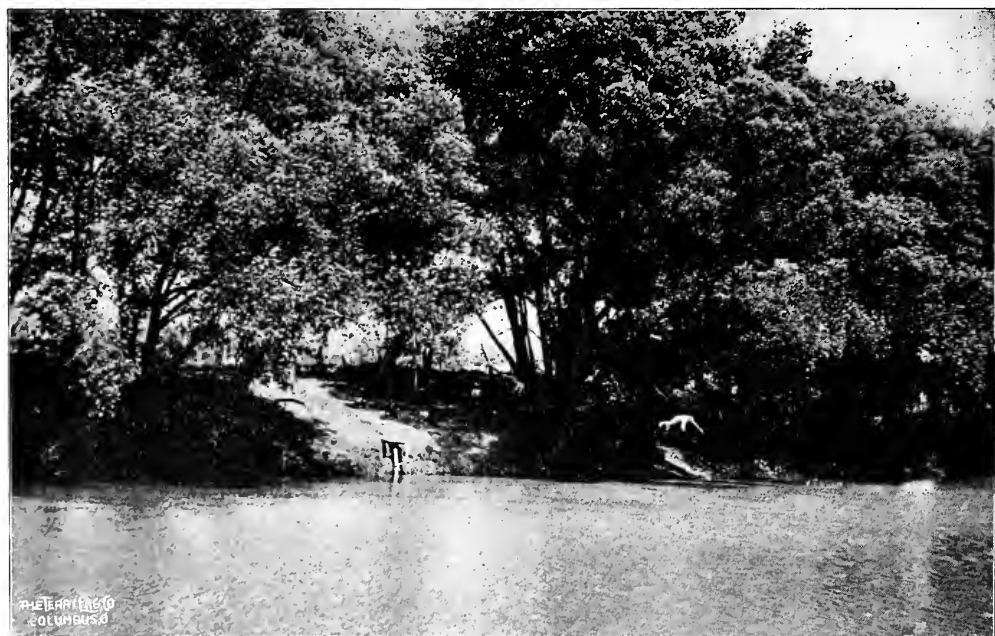
"I inquired for the best school in Ohio and was directed to the Ohio University at Athens as such a place. I started on foot for Athens, where I arrived at the end of three days, shortly after July 4, 1819, and went to board with General John Brown, with whom I

boarded with slight exceptions for seven years. I had not been there long before I made the acquaintance of Henry Bartlett, the Clerk of Court, and I agreed to assist him in his office whenever I had leisure time, which I did.

"Soon after my graduation Mr. Bartlett, being an aged man, gave me charge of all his clerical business, dividing his fees with me and I read law with Joseph Dana, the professor of language in the college, being admitted to the bar in the spring of 1826, and located at Gallipolis. Gen. Brown took my note for one hundred dollars due him for board at his hotel, which I was able to pay at the fall term of the court.

"Henry Bartlett was an excellent man and had in his composition as much of the milk of human kindness as any man I ever knew. He was very kind to me in every way and I cherish and honor his memory. Ebenezer Currier also was kind to me, having trusted me for goods in his store."

The appreciative utterances of students have not always been confined to the cold



The Old Swimming Hole



statements of prose. [The poetic muse too has been invoked to sing the praises of "Old O. U." Two such poems are here presented, one by a member of the class of 1833 and, to show that Ohio University "still runs," another by a graduate of 1909. Mr. Emerson, the author of the first poem, is the donor of the Emerson Prize Poem Fund.

Sweet Athens! the home of learning and beauty,

How I long for thy hills and thy rich balmy air;

For thy wide spreading greens, smiling sweetly on duty,

And the valley beneath, and the stream winding there!

On the North the high rock, on the South the lone ferry;

The ville on the East, and the mill on the West,

The lawn where the gravest at play hours were merry,

And the walks by the footstep of beauty made blest:

Bright Athens, farewell! if thy green slopes should never

Loom up in the distance to welcome me more,

Thy scenes are engraved on my heart and forever

Shall memory faithfully keep them in store;

I think of thy rills, and my blood richly flowing,

Leaps freshly as erst through every vein;

And thy landscape, with distance and time brighter growing,

Seems all made anew in the heavenly plain.

—William Dana Emerson, Class of 1833

#### ALMA MATER.

To thee, fair Athens, and thy classic school  
We sing—who know and love thee well—we praise

Again each sweetly sacred spot, the cool

Majestic elms, the shady walks, where days

Of passing joy have found us hand in hand

In student friendship blest, where oft perchance

Beneath thy cloudless skies we dreamed and planned

Our future lives in realms of fair romance—  
These halls have seen our toil. Here at the feet

Of later-day Gamaliels we have sat  
And learned their treasured lore—the self-same seat

Where Ewing, Cox, and Shiras all were taught,—

Where days and years unceasingly imbue  
Thy beauty, glory, fame—our own O. U.

—Malcolm Douglas.



DAVID J. EVANS, A. M.,  
Professor of Latin

#### ROBERT LIVINGSTON STANTON, D.D.

President of Miami University.

1866-1871.\*

By Alston Ellis, Ph.D., LL.D.,

Class of 1867.

This is not designed to be a life sketch of the distinguished clergyman and scholar who for five years occupied the executive chair at Miami University.

\*An address delivered before the Alumni Association of Miami University, meeting at Oxford, Ohio, Wednesday, June 16, 1909.



Dr. Copeland's Recitation Room

In a brief article, like this must necessarily be, not much can be added to what was so well set down in the readable sketch prepared by the Rev. David R. Moore, D.D., for the "Diamond Anniversary Volume" published by the authority of the University in 1899.

In addition to this source of information, the one interested can find much that might properly go into a biographical sketch of Dr. Stanton in the Presbyterian Encyclopedia, p. 854. Interesting viewpoints of the Stanton administration can be gained by a reading of President Stanton's Inaugural Address delivered on June 27, 1867—Commencement Day—at the close of his first year's connection with the University, and what may be termed his Farewell Address sent out, in May 1871, to the members of the Board of Trustees under the heading "Circular—Confidential."

Only a limited use of the printed material before named will be made in the paragraphs that follow.

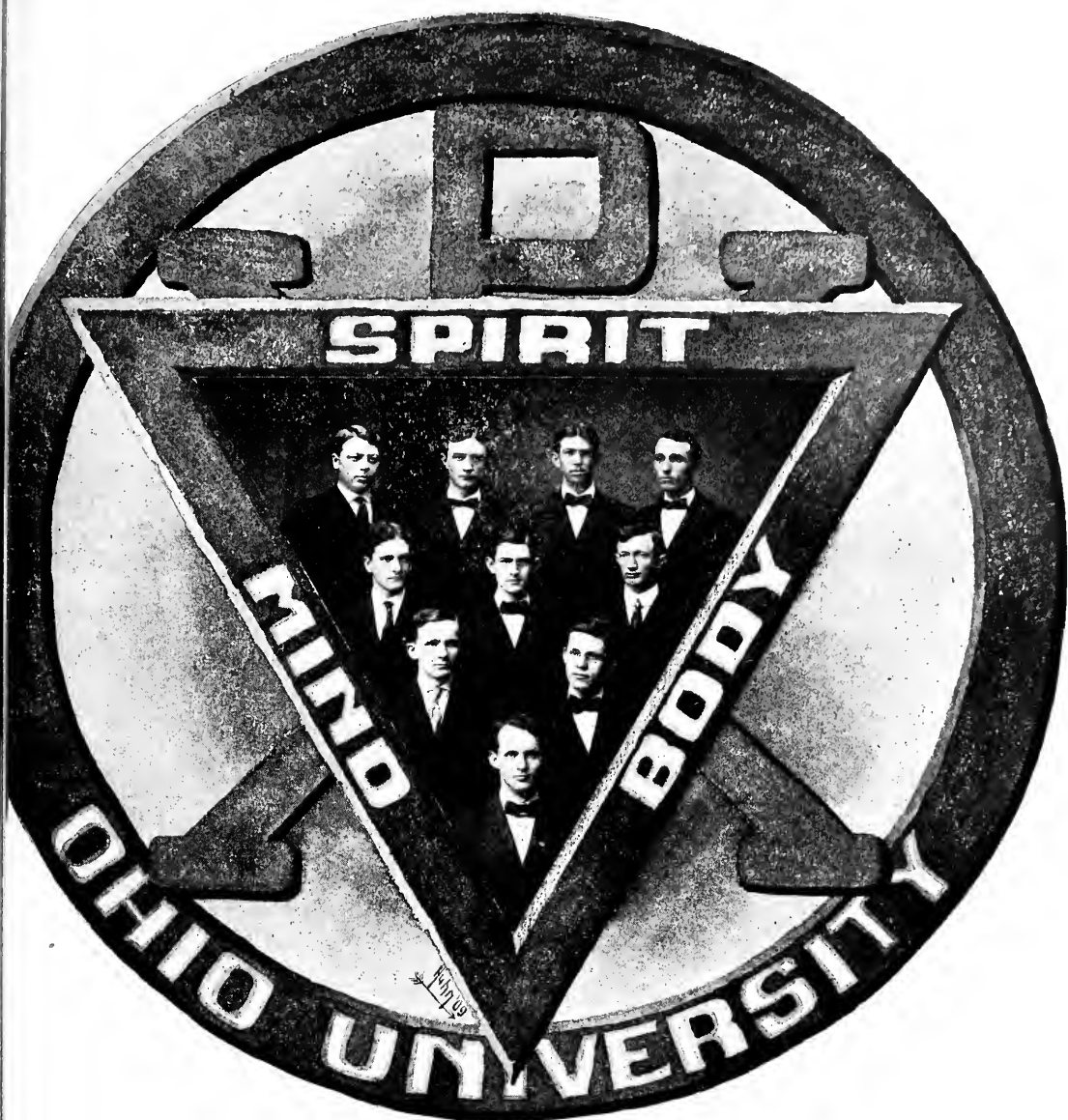
When Dr. Stanton came to Miami, in his 57th year, he was physically and intellectually at his best. He had had twenty-six years of professional experience behind him. He

had served acceptably as pastor of Presbyterian churches most of this time. His experience in college work, as professor and executive, had covered but seven years.

Although a *preacher* is in a good sense of the word a *teacher*, yet intelligent people now recognize, if they did not in those days, that the two terms are not interchangeable. It is no injustice to Dr. Stanton to say that while he had great power of expression in the pulpit he had not strong teaching power in the classroom before a body of college students. I am of opinion, also, that his executive power was not strongly marked.

Before the financial rescue of Miami came, the executive of the institution was indeed a burden-bearer. The weight of work he attempted to sustain might well have rested upon three sets of shoulders instead of one. The University sadly needed wisely-directed field work, but what was done in this way was by executive action hampered by call of home duties that would not be denied. Legislative work was as necessary then as now, but there was no one who had time, if possessing inclination and ability, to direct it.

In my Junior and Senior years, I attended



Y. M. C. A. Cabinet

classes in *eleven* different branches of study instruction in which was given by the President of the University. Within the time named, I heard not less than seventy sermons delivered in the University Chapel by the executive head of the institution. The daily chapel service was under the immediate direction of the President. The Faculty members participated actively in these exercises to the extent of offering an occasional prayer. These

exercises impressed many students as being somewhat perfunctory in their nature—sure it is that the student attendance upon them generally was. Many of us occupying benches set apart for the use of students were so familiar with the prayers we heard that we could repeat them *verbatim*.

Dr. Stanton came to Miami at the opening of a new college-year in 1866, succeeding Dr. John W. Hall who had been retired from

the presidency of the institution after twelve years of united professorial and executive service. The students of that time well knew that Dr. Hall's retirement was a forced one. I do not think we, as students, understood the causes that led the Board of Trustees to dismiss one executive and install another in his place. Our impression was that Dr. Hall's retirement had been effected by the triumph of partisan malice and other unworthy motives. Whether or not this were true, the effect of its belief by a large portion of the student body caused widespread student disapproval of the Board's action. This boded ill for the successful opening of the new administration.

At the close of Dr. Hall's administration, the annual catalogue recorded the names of 176 different students. The student enrollment at the close of Dr. Stanton's first year of service was 137—a falling off of more than 22 per cent. in a single year. This was a partial measure of the extent of student dissatisfaction. There was no student ill will towards Dr. Stanton. His predecessor was a kindly, companionable man whom the stu-

dents respected and loved. Their high regard for the retiring officer made them partly blind to the many excellent qualities of the incoming one.

Dr. Stanton was not intimately acquainted with the affairs of Miami—internal or external—when he accepted the presidency of the institution. A single year in office sufficed to open his eyes to both existing theories and conditions. His Inaugural Address was penned with a pretty clear insight into the status and needs of the University. In this address he discussed in plain, forcible language "The Present Condition and Wants of Miami University." He called things aright and asserted that he was not so much of an advocate as to wish to gain a verdict at the expense of truth. He said that he was much of an optimist, one "apt to be sanguine rather than despondent."

In referring to Ohio's neglect of her two universities, he asserted that some there were who seemed content to have the State stand at the foot of the roll as the patron of higher education. The following sentence gives the pith, the central thought, of the address and



Park Place, Athens, Ohio



#### O. U. Students Revisiting Scenes of College Days

Beginning at the left—Dr. Newman H. Bennett, '99, Pittsburg, Pa.; Dr. Henry H. Kohberger, '99, Pittsburg, Pa.; Dr. John B. McMurray, Pittsburg, Pa.; Supt. B. O. Skinner, Athens, Ohio.

The monument marks the site of the first college building at Ohio University.

in it is something prophetic of what has recently come to pass: "Give me the money—I ask nothing more—and I will build you a college or university in any suitable place, with ample buildings, libraries, apparatus, cabinets, with the ablest corps of instructors the times can furnish, and with students crowding all its departments."

Referring to means for securing money he said: "I assume at once that Miami University will never receive a dollar from the state." He recorded his conviction that any appeal to the churches for financial aid would prove unavailing. As a last resort, an appeal to the citizens of Oxford and Oxford township and to the University Alumni was strongly urged.

This was the condition of things at the end of the first year of the Stanton administration: a marked decrease in the student attendance, a low treasury with no adequate

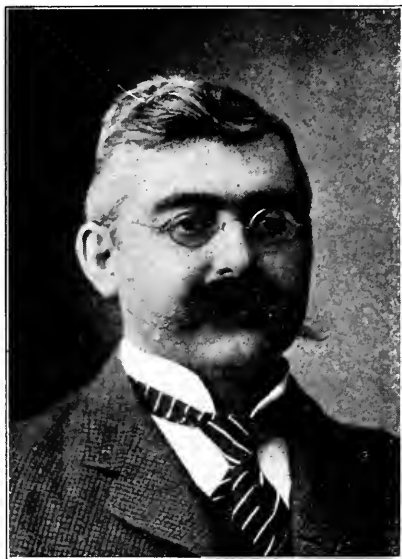
revenue in sight, practical repudiation of the institution by both State and Church, a Board membership with elements of dissatisfaction with the results of the year's work, and a discouraged executive who was beginning to feel himself unable to overcome the difficulties by which he was surrounded.

At the date referred to, Ohio University at Athens, and Miami University, at Oxford, were the only higher institutions of learning that had been established by the State. The history of these institutions is alike in all essential particulars. Legislative power established them and provided for their government, but did little more. With the rapid growth of the State in population and material wealth there was not a corresponding growth in the facilities for instruction and the means of securing such at these educational wards of the State. Private foundations, denominational and otherwise, were

springing up in different parts of Ohio and were appealing successfully to the people for patronage and financial support. The government of the State institutions was a queer and an unnatural union of the religious—almost from a denominational standpoint—and the secular; but neither definitely the one nor the other. The State was unwilling to give financial support to a denominational school and the Church, having its own special interests to look after, was equally unwilling to deflect any portion of its collections for educational purposes to the upbuilding of an institution over which the State could exert exclusive control should it so elect.

No one familiar with the conditions existing at Athens and Oxford twenty-five years ago, and even later, will deny that the State educational institution at each place was almost wholly under denominational control. Some now recognize that a college can be religious, in a fair sense of the word, without being denominational, and some have opinion

the denominational influence of two branches of the Church has been very potent in the management of the institutions at Athens and



**WM. FAIRFIELD MERCER, Ph. D.,**  
Professor of Biology and Geology

that public control of a college does not necessarily make it a Godless school—a hotbed for irreligion and atheism. History records that



**“BACK TO ‘OLD O. U.’ ”—CLASS OF ‘69.**  
Front Row—John L. McMaster, William S. Eversole, and Archelaus A. Stanley.  
Back Row—Augustin Boice and John W. Dowd  
These Attended the Commencement Exercises of Ohio University, held in June, 1909.

Oxford. That condition, and the suspicion of undue activity in the matter of partisan politics in the governing bodies of these institutions, undoubtedly had something to do with their failure to receive earlier financial support from the State.

There is no excuse for making any educational institution supported by the tax-payers a denominational school, and it will always partake of that character, whatever its published announcements may say, as long as any arm of the Church—using the term in a wide sense—directs its activities. Some



Y. W. C. A. Cabinet

casting off from the old anchorage has taken place but without any violation of the intent and spirit of the ordinance or compact under which the State was organized.

Wise as has been the direction of affairs in recent years, there is yet, perhaps, need of a little further divorcing of Church and State in the management of the educational institutions named. If there is to be Church control the unanswerable question comes up, Control by what *branch* of the Church? There can be no affirmative reply to this question. "Hands off" should be the emphatic dictum of the State to any religious body or sect seeking to control any of its institutions.

I have said these things in no controversial or condemnatory spirit but simply because they explain some of the conditions that hindered institutional recognition and support by the State within the period under consideration, and *before* and some time *after* that period.

Were the five years of Dr. Stanton's administration years of success or failure? I hope I violate no confidence when I quote from a letter recently received by me from Mr.

Robert B. Stanton, of New York City, a worthy son of an honored father:

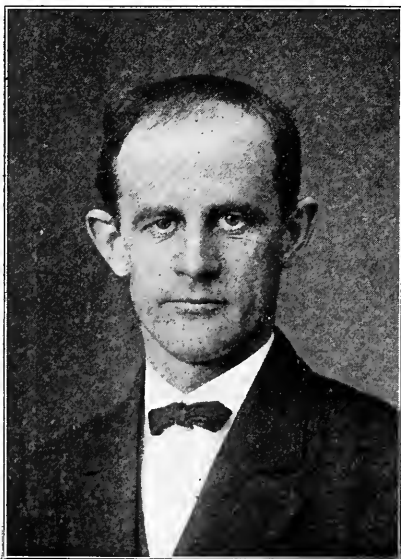
"The fact is my father's administration was a singular and complete failure, both for himself and the University. He left Miami a broken-hearted and sorrowful man. This failure was not the fault of my father nor was it the fault of the University. It was caused by bringing together at an unfortunate time two elements diametrically opposed to each other that could not properly combine."

I am not prepared to admit that the Stanton administration was a failure. It was as successful as any one in like position could have made it. Dr. Stanton, as has been said before, was a *preacher*. He had never shown, prior to his induction into office at Miami, conspicuous ability as a *teacher* or *business* man. The Board of Trustees demanded a *preacher* to fill the executive chair and it got in liberal measure just what it set out to secure.

Dr. Stanton compared favorably with his predecessors in office in all the qualifications in his day deemed most necessary to fit one to fill acceptably the executive chair of an educational institution like Miami. He failed to secure financial support from either Church



or State. Others in like circumstances had failed before him. The "endowment fund" did not come at his asking. It is extremely



**WM. F. COPELAND, Ph. M., Ph. D.,**  
Professor of Elementary Science

doubtful whether any one else could have made solicitation for financial aid with better result. There was no lowering of scholastic standards, no weakening of moral fiber, no dimming of the view to high ideals of manhood within the student body, so long as Dr. Stanton held post at Miami.

A large student enrollment is not always a *sure* indication of institutional well-being. Gauged by the enrollment record, Dr. Stanton's administration was successful beyond that of others who have had more credit than he received for executive work. Throughout the period covered by Dr. Stanton's administration, Dr. Solomon Howard, D.D., LL.D., occupied the executive chair at Ohio University, at Athens. It has been stated that Ohio and Miami had similar conditions about them in those days—as they yet have. Dr. Howard had no unusually unfriendly forces against which to contend. State and Church were indifferent alike to the future of the institutions at Athens and

Oxford. The time for both institutions for a temporary closing of their doors was not far ahead. It is now evident that the presence of students in any considerable number was not to be expected at either institution. The following record of student enrollment at Ohio and Miami makes an interesting study and serves to show that Miami, under Dr. Stanton's presidency, was not lagging behind her sister institution at Athens:

*Enrollment of Students.*

<i>Year.</i>	<i>Miami.</i>	<i>Ohio.</i>
1866	176	243
1867	137	176
1868	186	128
1869	157	117
1870	152	105
1871	139	121
1872	106	110
1873	86	100

At the close of the second year of Dr. Stanton's administration, the enrollment of students reached what may be termed the



**LILLIE A. FARIS**  
Critic Teacher, First-Year Grade

"high-water mark." Had the close of the second year of administrative work found State, Board of Trustees, and Alumni work-



A View in the State Hospital Park

ing with the executive, as it was right to expect them to do, a bright era for Miami would have been ushered in then and there. It was not until 1903 that the student enrollment at Miami reached a higher number than that recorded for 1868. Some able men occupied the executive chair at Miami between the closing of the Stanton administration and the beginning of that of Dr. Benton, but they failed, one and all, to secure an enrollment of different students, in any one year, in excess of 148. Dr. Stanton was the peer of any of these men and merits a place beside the most worthy of them in the estimation of every well-wisher of this noble old institution, the hundredth anniversary of whose founding we are now celebrating.

With lagging energy and discouraged spirit, Dr. Stanton continued in office until it became evident that the unfavorable conditions connected with his administration could not, by him, be removed. This was in the spring of 1871. A pamphlet headed "Circular—Confidential," and addressed "To the Board of Trustees," was prepared, for limited distribution, by Dr. Stanton in May, 1871. It was

the forerunner of his resignation of the high office which he had held five years. In accepting that resignation, June 27, 1871, the Board of Trustees, by appropriate resolutions, made record of the faithful manner in which Dr. Stanton had performed his executive duties and the heavy sacrifices he had made for the University.

With Dr. Stanton's life after he left the halls of Miami University, this sketch has nothing to do. The incidents of that life, until its close in 1885, are recorded elsewhere.

The writer did not know Dr. Stanton intimately. Few of the students, in that first year of his administration, did. He was not a man to wear his heart upon his sleeve for daws to peck at. Few of us ever fathomed the depth of feeling that lay beneath that calm, dignified exterior. We know now that his was a deeply sensitive nature, and we can imagine how rudely it was shaken at times by the exigencies of the position he filled.

Dr. Stanton was a thoroughly conscientious man, supremely loyal to his convictions of honor and duty. He desired the good will



The Hock-Hocking River Near Athens

of his fellows but he would pay no ignoble price to secure it. Where right, as he saw it, pointed the way he directed his footsteps with inflexible resolution. His was a strong, manly, and withal, generous character. His "Circular" was evidently written under great stress of mind. In it he uses plain language in describing the "ins and outs" of his administration. Occasionally a feeling of resentment crops out in his sentences but almost immediately thereafter there is a qualifying phrase almost apologetic in its nature. Altogether the "Circular" is not unworthy of its author although the propriety and necessity for its publication might be called in question. It must be remembered, however, that a man's good name and professional standing are and ought to be very dear to him. To seek to vindicate his course is the natural desire of every one who has been subject to unjust charges and misinterpretation of motive.

No page of Miami's splendid history will be blurred by a truthful report of the administration of Dr. Stanton. That report may not be crowded with glowing details of one success after another, but it will be a recital of honest efforts put forth by one well worthy to hold the exalted station he filled.

## COMMON-SENSE INTERPRETATIONS OF SHAKSPERE.

By

Edwin W. Chubb.

Ohio University, Athens, Ohio.

The earnest teacher who is desirous of interpreting literature in accordance with the canons of literary criticism has a hard time of it nowadays. There is so much criticism that loves to play with the recondite and the bizarre. Especially is this true of Shakspearean criticism. From the days of Goethe to the present era of Maeterlinck, there has been an ever-rising flood of criticism. Not all have been as modest as Goethe, who in one of his conversations said: "But we cannot talk about Shakspeare. Everything is inadequate. It is true I have touched upon him in my *Wilhelm Meister*, but that is not saying much." Your modern critic differs from Goethe in that he thinks his "system" is adequate and that he has said much.

Since the sane-minded critics have said the sensible things about Shakspeare, the only hope the new critic has is that he may say something startling, or evolve a system which will explain Shakspeare. The system-maker

is usually a German or a disciple of a German philosopher. The trouble with the system-makers is that they are more concerned about their systems than they are about the truth in Shakspeare. Matthew Arnold has said something suggestive in regard to the system-makers:

There is the judgment of ignorance, the judgment of incompatibility, the judgment of envy and jealousy. Finally there is the systematic judgment, and this judgment is the most worthless of all. \* \* Its author has not really his eye upon the professed object of his criticism at all, but upon something else which he wants to prove by means of that object.

And the trouble with the critic who loves to startle with a theory contrary to all accepted beliefs is that he is narrow. A true criticism of literature is wholesome, generous, vital. The bizarre critic loves to nibble away at a hidden and remote corner of life. He might be compared to the scientist who knew all about the circulation of blood in a rabbit's hind foot but had never heard of vertebrates. It is very difficult even for the broadminded critic to remain in the position of an impar-

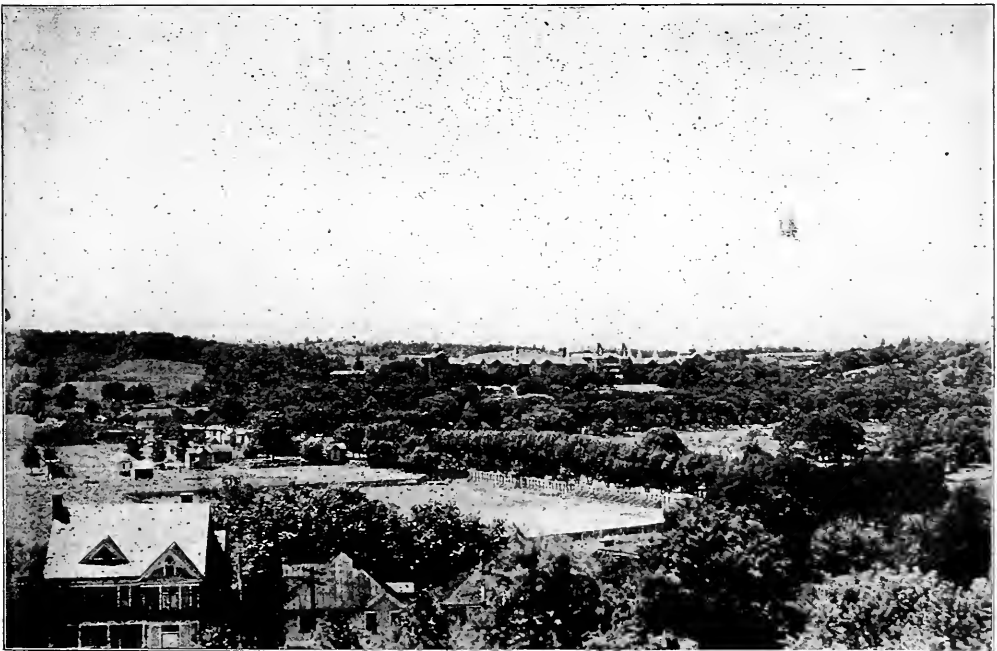
tial observer, for, as Goethe somewhere says, we are so ready to mix up our own imaginations and opinions with what comes under our notice. If this is true—and it is—how easy it must be for the man with a theory to run wild. Whitman may have had such critics in mind when he said: "I charge you forever reject those who would expound me, for I cannot expound myself."

Let me illustrate what may be called the Babylonish dialect of the system-maker:

The general movement of the play (*The Merchant of Venice*), therefore, lies in the conflict between the right of Property and the existence of the Individual, and in the Mediation of this conflict through the Family, which owes its origin, in the present case, to that same Individual whom it rescues.

\* \* All the characters of the play, though possessing peculiarities of their own, must be seen in their relation to this fundamental theme of the work.

There are three essential movements, which may be named in order: The Conflict, the Mediation, the Return. Of the first movement there are two threads, showing, respectively, the Property-conflict and the Love-conflict, though the former is raised to the



View from the Commercial College Rooms

highest spiritual significance by the underlying religious element. These two threads, moreover, are interwoven in the subtlest manner; still, an analysis has to tear them asunder temporarily. In the first thread the antagonists are Antonio, the Christian, and Shylock, the Jew. \* \* The second thread unfolds the Love-conflict, which has here three phases, represented by Portia, Jessica, and Nerissa. The second movement—the Mediation—has the same two threads. \* \* the third movement will be the Return.



Athens County Court House

This extract is typical of about eighteen hundred pages of criticism in three volumes by a critic of Shakspeare. Much of this criticism is helpful and stimulating. But why should common-sense be overlaid with the pedantry of a cumbersome terminology? It is almost burlesque. This is German criticism with a vengeance. Gervinus tells us that Shakspeare's purpose in *The Merchant* is to delineate man in his relation to property.

But Ulrici objects, and informs us that the fundamental unity lies in the principle, "*Summum jus summa injuria*," and Röttscher "goes him one better" by declaring the topic of the play to be the "dialectics of abstract rights." Well, well, well! How much the unsophisticated spectator in the theater has lost by his not knowing that before his eyes was enacted the drama of the "dialectics of abstract rights!" For my part I prefer to see in the play what the common people see there—the story of a vindictive Jew whose passion of hatred is thwarted by the nobler passion of love and mercy.

Let us try our hand at over-subtle criticism to see what can be done to overlay simplicity with the jargon of technical expression. One of the familiar Mother Goose melodies is the story of *Jack and Jill*. But this story, coming to us from the primitive past, is full of a deep philosophy. In fact, it is an ethical world-drama in five acts, as can readily be seen.

#### ACT I

Jack and Jill went up the hill  
To fetch a pail of water.

#### ACT II

Jack fell down and broke his crown,

#### ACT III

And Jill came tumbling after.

#### ACT IV

Up Jack got and home did trot,  
As fast as he could caper.

#### ACT V

Dame Jill had the job to plaster his knob  
With vinegar and brown paper.

This is a tragical-comical-pastoral in which the first movement, as usual, portrays the wrong, the violation, which in this case is likely a disruption in the family. We may call the first movement the Conflict. And the second movement, consisting as it does of the Return and the Mediation, is the remedial activity closing up the breach in the craniological world, thus foreshadowing the ethical readjustment of the domestic serenity of the hero and heroine. The first thread of the first movement, beginning simultan-



A View in the State Hospital Park

eously with the hill-climbing, twines and intertwines itself about the unsuspecting masculine bucolic. As a result he falls, and when he falls, he falls, unlike Lucifer, to rise again. In addition to this twining, the first thread intertwines with the second thread of the first movement. This action and interaction constitute the primordial cataclysm of an attenuated Nemesis. Herein is illustrated Nature's insistence on man's docility to the primary facts of his subliminal consciousness; for why did they go up the hill when water will run down hill, if it is given but half a chance? After the instinctive feeling of the reader for justice has been satisfied, and before melancholia has fixed its fangs in our bosoms, the Tragic yields to the irresistibly comic; for, lo! Jill, the uncompromisingly sedate Jill, comes tumbling after with picturesque gyrations and genuflections. And this, making the third thread of the first movement, brings us to the end of the third act.

Before taking up the first thread of the second movement, let us find the "turning-point" of the drama. As a well-known expounder of Shakspeare has ingeniously and

arithmetically computed, we can find the "turning-point" in a Shakspearean drama by finding the middle of the third act. All that is needed is a little imagination and less arithmetic. Herein we are gratified to discover that the bard of Jack and Jill, with the sublime unconsciousness of genius, has conformed to the latest canons of art. By counting three backward or forward we fix the "turning-point" in the word "came." How almost miraculous it is! This unpretending monosyllabic strong verb in the preterite is the "turning-point" of the comedy; for had Jill failed to come, how could Jack ever have attained either a whole head or a whole heart?

We now enter upon the second movement. The first thread of the second movement runs back to the third thread of the first movement, thus weaving into a connected unity the fabric of the Ethical Whole. The pervasiveness of the Comic is intensified into a sub-climax by Jack's capering with a broken head. The second thread of the second movement shows Woman as the Mediator after the Return. As in all Shakspearean plays, so here too the great

Mediator between fallen Man and Violated Justice is lovely Woman, in whose sympathetic hands the vinegar of Nature and the



**Soldiers' Monument—Ohio University Campus**

brown paper of Art are the phenomena of the universe for broken heads and hearts.

To what extent the bizarre in criticism may go we see in the suggestion of one critic that *The Merchant of Venice* was written to arouse sympathy for the despised Jew. If Shakspeare had this intent, he certainly took a most extraordinary method. This point of view is so preposterous that one needs to apologize for showing its absurdity. But as the view is held, we may be forgiven in calling attention to several matters worth noting.

The most obvious answer to the suggestion of this critic afflicted with the itch for novelty is that pity for Shylock is not the feeling awakened in the spectator of the drama. This interpretation of the play is not the meaning

given to it by the common-sense of the people who throng our theaters to-day. Keeping in mind that sympathy for an alien and oppressed people is the outgrowth of democracy, and this broadened charity which can call an alien a brother is a spirit peculiarly modern, we might expect the audiences of to-day to look with gentler feelings upon Shylock. But, in spite of all this, your modern theater-goer does not read into the play a plea for the Jew. If this is true, how much less would an Elizabethan theater-goer three hundred years ago? In 1600, when *The Merchant of Venice* was printed, on its title-page was found: "The Excellent History of the Merchant of Venice. With the extreme cruelty of Shylock the Jew towards the saide Merchant, etc." This certainly does not look like a plea for the Jew. Shakspeare was too large-minded to share in the common race-prejudice of his day, but he was also too far-seeing a playwright to antagonize the people. Play-writing was his business. He wrote to fill the theaters, not to give material to critics of superfine discrimination.

In reading and re-reading the plays of Shakspeare, I have been much impressed with the care he takes to make his meaning clear. Of course there are passages that defy explanation. But here it is to be noted that such passages are usually of a philological difficulty. The difficulty arises from an amended text, from an obsolete word, from a provincialism. The line may be obscure, but the scene, the act, the play itself, is not. Shakspeare seems to keep in mind the Quintilian precept that one must not only be clear enough to be understood, but so clear that one cannot be misunderstood. In writing plays to be acted, Shakspeare knew that the meaning must be caught on the jump. The spoken word is winged. We have been reading and studying his plays so earnestly that we forget that we can get the meaning of the play by seeing it well acted. "I went to see *The Winter's Tale* recently," said a schoolman to me lately, "and I found that I understood the play and enjoyed it, although I had not an opportunity to read the play before going to the theater." Of course he did. Did the Elizabethans read the play before going on the Thames to the "Globe"?





Residence of Dean Henry G. Williams, 39 North College St.

When Shakspeare fears he may be misunderstood, like a skillful lawyer before an average jury, he repeats the idea in various forms. Take this illustration from *Othello*:

OTHELLO: \* \* Is he honest?  
 IAGO: Honest, my lord?  
 OTHELLO: Honest, ay, honest.  
 IAGO: My lord, for aught I know.  
 OTHELLO: What dost thou think?  
 IAGO: Think, my lord?  
 OTHELLO: By heaven, he echoes me,

As if there were some monster  
 in his thought

Too hideous to be shown \* \*  
 \* \* thou criest "Indeed."

And didst contract and purse thy  
 brow together.

As if thou then hadst shut up  
 in thy brain

Some horrible conceit.

It is as though Shakspeare feared some miserable actor might not catch the subtlety of Iago's tones and so he makes Othello say what the intelligent reader knew before Othello repeats.

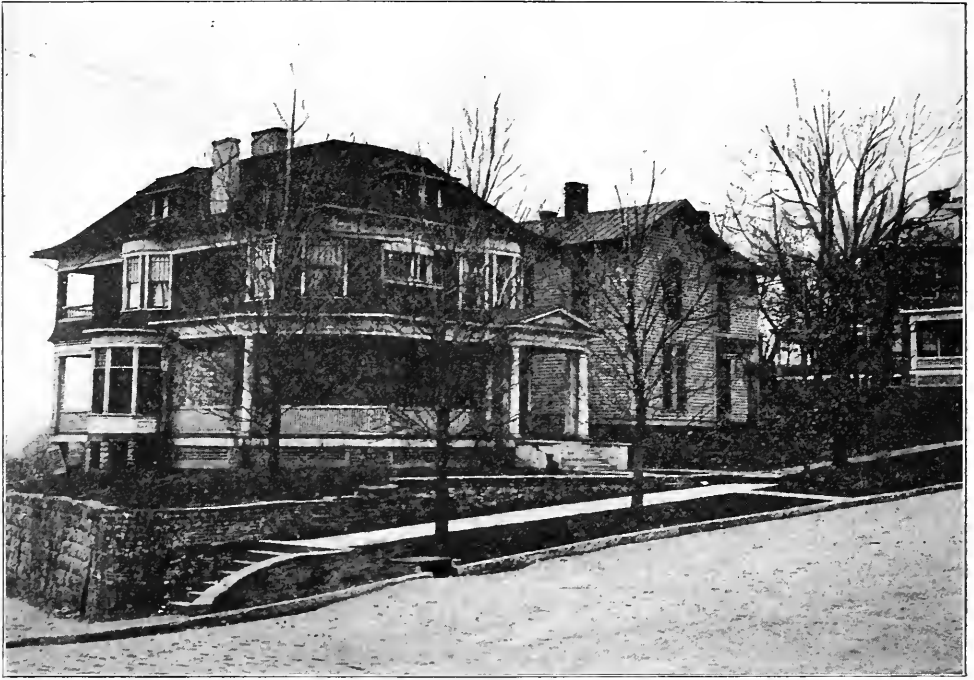
Take another passage in the same play. In Act V, scene 1, after Iago has sent Roderigo on his mission, he thus soliloquizes:

\* \* Now, whether he kill Cassio  
 Or Cassio him, or each do kill the other,  
 Every way makes my game.

Now, anyone who has read the play up to this point knows what Iago means by his, "Heads I win, tails you lose." We know that if Cassio is killed, Iago will be freed from a source of exposure, and if Roderigo is killed, he will be freed from the reproaches of a fool from whom he has borrowed money. Shakspeare might have stopped right there, but he does not. He knows an audience of theater-goers does not want to think. So he continues:

\* \* Live Roderigo,  
 He calls me to a restitution large  
 Of gold and jewels that I bobb'd from him  
 As gifts to Desdemona  
 It must not be. If Cassio do remain,  
 He hath a daily beauty in his life  
 That makes me ugly; and, besides, the Moor  
 May unfold me to him; there stand I much  
 in peril.

In view of Shakspeare's care to make himself understood what shall we think of the critic who solemnly insists that Othello had had a guilty love for Emilia and that Cassio



Residence of Dean Edwin W. Chubb, 115 South Court St.

is an effeminate weakling? If Othello was guilty, why does not Shakspeare say so? Not only does he not say so, but he even makes Emilia in her reply to Iago say:

O, fie upon them! Some such squire he was  
That turned your wit the seamy side without,  
And made you to suspect me with the Moor.

Would Shakspeare have Emilia make such a comparison, whose whole force lies in the absurdity of the charge, had he thought of Othello as guilty? And would he have Cassio, along with Malcolm in *Macbeth*, Fortinbras in *Hamlet*, Octavius in *Julius Cæsar*, as the rejuvenating force after the catastrophe, if Cassio is to be considered as a namby-pamby lady's man? In asking this we are not holding Cassio up as a model young man fit to be the hero of a *Ladies' Home Journal* story, but he is not a degenerate.

Of all the plays *Hamlet* presents the most fertile field for the excursions of the recon-dite critic, and yet *Hamlet* is one of the most simple plays ever written; by "simple" I mean popular. Even a child can be absorbingly interested in a *Hamlet* matinee. This is not the place to touch upon the diverse and far-fetched theories of philosophic expositors of

*Hamlet*, but we do wish to suggest that *Hamlet* interpreted by the common-sense of the teacher can be of vital interest even in the elementary schools. Why should the teacher who really enjoys *Hamlet* be so muddled by trying to reconcile the fantastic theories of novelty-hunting critics as to stand before the class benumbed with the paralysis of over-criticism?

The bane of much of our teaching of literature is our respect for trifles, our tithing of mint and cummin, our lack of a vitality springing from spontaneous enjoyment. The function of literature is to awaken and enrich the spiritual life. Shakspeare has writ large the meaning of life—life with its hates and jealousies, its intrigues and conspiracies, its perverseness and maladjustments; but also with its loves and friendships, its mercy and forgiveness, its reconciliations and adjustments. The teacher who has *lived* can give a more vital interpretation to these meanings through the revelations of his own personality than the critic who is striving after a reputation by constructing a system that shall circumscribe the genius of William Shakspeare.

**ELLIS ON TAXATION.**

President Ellis has prepared a lecture on suggestions for improving the tax system of Ohio. The following is an abstract of the points he makes on this all-absorbing subject:

Amend the State Constitution so as to give the General Assembly greater freedom in the matter of taxation.

Tax upon real and personal property, taxable by law, to be a local matter. Revenue for State support to be derived from such sources as those named in the Willis law, the Cole law, the Dow-Aiken law, etc., etc. An inheritance tax—perhaps an income tax also—is not out of harmony with my views.

Assess the value of all real property, taxed by law, at least once in three years and at ITS FULL VALUE. Assess such tangible and intangible property, as may be taxable by law, ANNUALLY AND AT ITS FULL VALUE.

Exercise more care in the selection of assessors. Choose those of special fitness for their work and give them a longer tenure of office and better compensation. Let no property-owner assess his own property.

Where moneys and credits ARE taxed, whether by regular or special assessments, permit no deductions for indebtedness. If that plan opposes public sentiment, then at least let exemptions be limited to debts owed residents of the same State and to such as are taxable under the law.

All credits not a matter of public record to be exempt from taxation. The general tax to be levied upon things that can be reached unfailingly by the assessor.

A just RECORDING TAX on mortgages, as in New York and Minnesota. In no case should double taxation be possible under the law. If mortgages MUST be taxed, as real estate is, then at full value with just deduction from the assessed value—full value—of the mortgaged property.

A wisely planned license or franchise tax on stocks and bonds, FOR THE USE OF THE STATE. Again avoid the injustice of "double taxation," either wholly or in part.

Corporate property, like real estate, to be assessed at ITS FULL VALUE, determined largely by the market value of ALL stocks and bonds connected with it.



Summer School Students in the School Garden



**Principal and Critic Teachers of the Training School of the State Normal College**

- |   |   |
|---|---|
| 1. Emma S. Waite,<br>Principal.   | 5. Amy M. Weihr,<br>Critic Teacher, Second-Year Grade.      |
| 2. Winifred L. Williams,<br>Critic Teacher, Fourth-Year Grade.                | 6. Cora E. Bailey,<br>Critic Teacher, Sixth-Year Grade.     |
| 3. Lillie A. Faris,<br>Critic Teacher, First-Year Grade.                      | 7. Elsie S. Greathead,<br>Critic Teacher, Third-Year Grade. |
| 4. Laura G. Smith,<br>Critic Teacher, Seventh-Year and<br>Eighth-Year Grades. | 8. Margaret A. Davis,<br>Critic Teacher, Fifth-Year Grade.  |

Distribute the Dow-Aiken tax upon saloons so that the State will receive 75 per cent. of the tax and the locality where the saloon exists 25 per cent. Follow the method of distribution set forth in the law taxing collateral inheritances. Since, in the opinion of some, the presence of a saloon is an evidence of business prosperity, the few remaining wet counties in Ohio can well afford to treat the State generously in the distribution of the Dow-Aiken tax. Then, if the State is still needing more revenue, double the saloon tax if necessary.

The establishment of a State Tax Board or Commission, to administer all laws for the collection of State revenues and to perform such other duties as wise legislation may direct.

A campaign of education on the whole subject of taxation. Persistent effort to awaken and rightly direct the public conscience. Let the finger of scorn be pointed at, and the backs of honest people turned upon, the conscienceless tax-dodger.—Athens Messenger, Dec. 23, 1908.

## Women Would Go Into U. S. Army

AS READILY AS THEY WOULD JOIN  
THE VOTERS.

Is Dr. Ellis's Opinion of the Majority of the  
Eternal Feminine—Reply to 'Times'  
Inquiry.

The New York Times, a short time ago, wrote to representative citizens in various activities throughout the country for their opinion on the woman's suffrage movement. The Times stated in its letter that it was trying to ascertain if there is a general sentiment throughout the country favoring this movement and asked whomever they addressed to give an expression of their opinion as to whether women should have the voting privilege, and if so, to what extent.

President Alston Ellis, of the Ohio University, was among those written to and his reply, limited by the newspaper in length, was as follows:

"Woman suffrage, as I knew it eight years

in Colorado, did not impress me favorably. The social and political atmosphere was not purified thereby. Few states in the Union have had more political complications than Colorado. In Ohio, school matters are not better ordered than they were before women were given the right to vote at school elections. Women, under the recent order of things, are becoming too mannish. Their presence in the caucus and at the polls will not correct this evil but rather augment it. Some women may be forced into business life among men but that is their misfortune and the community's loss. The home is the source and center of woman's best influence and effort. He is optimistic indeed who believes that his home life will be made more peaceable and happy by his wife and daughters exercising the voting privilege. The women themselves, the great mass of them, are making no special effort to enter the voting class. Many of them would just as soon think of joining the army or navy. In the history of the world, women never occupied a higher plane of usefulness and power than now. The more womanly they keep themselves, the more faithfully they discharge their home duties,



Quadri-County



Washington County

the deeper they will entrench themselves in the affections of true men everywhere. One sensible mother, one devoted sister, is worth a whole regiment of woman suffragists clamoring at the doors of Congress or Parliament." —Athens Messenger, Dec. 22, 1908.

In connection with the foregoing the following correspondence is made public:

New York State Association  
Opposed to Woman Suffrage,  
29 West 29th Street,  
New York City.

December 28, 1909.

Alston Ellis, Ph.D., LL.D.,

Ohio University,

Athens, Ohio.

Sir:

The women represented by our Association desire to convey to you their sincere thanks for your able expression of opinion on the subject of Woman Suffrage in the New York Times of December 20th. We fully realize that it takes moral courage of a high order

for an American man to refuse any American woman any boon she may ask even if he plainly sees the dangers of the gift. We therefore appreciate your outspoken declaration against forcing on all women a responsibility which is only wished for by a few.

In your very interesting communication you have referred to living eight years in Colorado and intimated that your experience there did not make a favorable impression upon you in regard to the working of suffrage for women.

We are constantly in receipt of letters from England asking us for specific information as to the practical outcome of suffrage in Colorado and other suffrage states. This we find it difficult to furnish, and we would be extremely grateful, as would also our foreign correspondents, if you could send us a concise statement of your views which we could use in reply to all such requests.

Faithfully yours,

(Mrs.) M. ELEANOR PHILLIPS,  
Secretary.

President's Office,  
Ohio University,

Athens, Ohio, January 1, 1909.

Mrs. M. Eleanor Phillips,  
29 West 39th Street,  
New York City.

Dear Madam:

I have your communication of the 28th ult. I really have not time to prepare an article that will set forth definitely my view of woman suffrage based upon my experience in Colorado. The little communication written recently states my *personal view* without attempt to back it up with extended suggestions and specific instances. I was a resident of Colorado when the Constitution of the State was amended so as to admit women to full voting privileges. Most of us who voted for that amendment were, at that time, of opinion that the change would be promotive of civic reform and a general betterment of public affairs. Without going into details, as I am not prepared to do at this time, I would say the hopes of those for a betterment of affairs through woman suffrage were not realized—*not in any measure*. The fact is the women of Colorado cut no great figure in the admin-

istration of public affairs outside of those connected directly with educational interests. There seems to be an agreement on the part of the leaders of all political parties to give women a large share in the educational offices but to keep them out of all others. Under the conditions named, educational interests are almost wholly under the control of women and, as a teacher of many years' experience, I cannot regard that condition of affairs as conducive to the best interests of the children of the state. In most Colorado counties women are at the head of the county schools and the result is not as helpful to educational interests as could be desired. The fact is women are not fitted to run all around the country districts in a wild county at all times of the year and do the work that a county supervisor of schools ought to do. In political offices the women invariably hold subordinate positions and exert no influence either for good or evil.

In the cities and larger towns there is a voting element from a certain class of women that does a great deal of harm. The tricky politician knows how to use these people and they are used many times for very unworthy ends. My whole opposition to woman



Licking County





Perry County

suffrage, however, goes farther and deeper than all this. I have a sincere respect for a womanly woman and desire to see our social life made better and happier by the influence of such. I never can force myself to believe, much as I wanted to at one time, that women can be of best service to themselves or the world in general by mingling in politics and attempting to enter upon spheres of activity which nature and the experience of mankind have made the domain of man's activities. Motherhood and the home and all that the words imply bring to the minds of thinking men everywhere a condition of social life that is most desirable and most promising of results worthy of record.

Very truly yours,  
ALSTON ELLIS.

80 Jewett Avenue,  
Buffalo, New York.  
January 8, 1909.

President Alston Ellis,  
Athens, Ohio.

Dear Sir:

I am in receipt of a letter of yours (copy)

sent to Mrs. George Phillips, of New York, on the subject of Suffrage. The clear, simple, temperate statements that you make against the further extension of suffrage leads me to ask if you would come to a meeting, in this city, of the Anti-Suffrage Committee and say a few plain words for our side? We have a public meeting, once a year, when we ask some one from out of town to speak—quasi public, I might say, as we meet in a private house. We would be glad to arrange the date to suit your convenience, March preferred, expenses of course, met by our Committee. We would be very glad if you would consider it.

Very sincerely yours,  
BERTHA WEST NORTHRUP.

#### A HOME VIEW.

There is nothing succeeds like success, and the fact that the summer term of Ohio university has enrolled 731 students this year as against 623 last year, would argue that the summer term is entitled to classification as a pronounced success. The increased at-

tendance each year at these summer terms is not a happen-so or a result of fulsome advertising, but the attendance is due to the fact that the high-class instruction given at these sessions fills a want on the part of the hosts of young men and women teachers and would-be teachers of Ohio, and they come here year after year and bring others with them because they get what they want and are thereby enabled to secure better positions and do a higher class of work in the profession of teaching. Speaking from a commercial standpoint, these summer terms are a great boon to Athens, whose stores and residences furnish board and lodging for the students. The six weeks' term means the enforced expenditure with our people of nearly \$20,000, all of which helps to make Athens the prosperous little city it is. It is good, clean money, earned elsewhere and spent here by the best citizens the state affords. For this reason, if no other, every citizen should be and is highly interested in the success of not only the summer term, but the institution that attracts a host of young people here term after term each year.—Athens Daily Messenger.

### OHIO UNIVERSITY.

Commencement exercises of Ohio University, at Athens, Ohio, opened to-day with the baccalaureate address, and will close with the programme for commencement day next Thursday forenoon.

Ohio University is closing a very successful college year. The current catalogue shows the names of 1,462 different students enrolled within the year. The present spring term has brought over 700 different students to university halls.

The class of 1909 will be the largest in the history of the university. The graduates receiving the baccalaureate degrees will number more than thirty. A large number of other students will receive certificates and diplomas as a recognition of work well done and courses completed.

There are now eleven university buildings, most of them of recent date and all in good repair.

The "Old Campus," with its wealth of trees and pleasant shady walks, is looking its best

and seems to send words of greeting and welcome to those who knew and enjoyed its beauty in days gone by.—Kansas City Journal, June 21, 1909.

## Old Grads Feast in Smoky City

### ALUMNI OF OHIO UNIVERSITY HOLD ANNUAL BANQUET.

"Strick" Gillilan and Other Wits Contribute to Its Success—Unveiling of the "Zozupa."

The fourth annual banquet of the Ohio University alumni of Pittsburg was held Saturday night, Feb. 20, 1909, at the Fort Pitt Hotel in Pittsburg. The affair was an unusually happy event. It is interesting to Athens people by reason of the presence of many people formerly well known here, as well as of several Athenians of to-day.

Mr. C. B. Humphrey, who presided so happily at the Commencement alumni banquet here last June, was toastmaster. Prof. C. L. Martzloff, of the University, gave "A Message From Alma Mater"; Mr. G. F. Scott, a Smoky City resident, spoke for the Ohio University Alumni of Pittsburg; Mr. E. D. Sayre, of this city, for the Athens Alumni, and Mr. George W. Reed, of Uhrichsville, for the Alumni at large. Mr. Strickland W. Gillilan, who since his departure from O. U. has attained the distinction of being one of the most famous American newspaper humorists, was the hit of the evening with a toast entitled "Excludin' Finnegan," an allusion to his latest volume of verse, which is called "Excludin' Finnegan."

The pleasure of the Pittsburg Alumni in the event is expressed in a letter by Mr. J. M. Zang, of that city, to a local Alumnus: "I have not spent a pleasanter evening in a long time, and look forward to something even better each succeeding year. We all appreciated the presence of so many from Athens. We want you back again next year—and bring others with you." The Athens Alumni are equally enthusiastic.



Pickaway County

One of the features of the evening was the unveiling of the "Zozupa," a secret something explained only at annual meetings regarding which the guests are pledged to secrecy, but which is thought by the uninitiated to be a mystical patron or deity.

Forty banqueters were present, as follows: Prof. C. M. Copeland, Prof. C. L. Martzloff, Mr. E. D. Sayre and Mr. and Mrs. L. G. Worstell, Athens; Messrs. Walter Scott and Frank Hamilton, Monongahela, Pa.; Clyde White, Duquesne, Pa.; Thomas Jenkins, Franklin, Pa.; Dr. and Mrs. J. B. McMurray, Washington, Pa.; Mr. and Mrs. G. W. Reed, Uhrichsville, O.; Mr. John A. Shott, New Wilmington, Pa.; Mr. Paul Hasinger and Miss Lucy Mae Taylor, Indiana, Pa.; Mr. S. W. Gillilan, Dr. Kohberger and sister, Dr. and Mrs. W. H. Bennett, Messrs. R. W. Heyman, E. B. Elliott, T. B. Work, Mr. and Mrs. Felix Half, Mr. H. E. White, Miss Margaret A. Bushman, Mr. and Mrs. C. B. Humphrey, Mrs. Minear, Mr. and Mrs. C. E. Skinner and Miss Skinner, Mr. J. M. Zang, Miss Mary S. Weitzel, Dr. and Mrs. W. W. McFarland, and Mr. and Mrs. G. F. Scott, all of Pittsburg.

## How the Boards of Trustees

OF SOME OF THE LEADING EDUCATIONAL INSTITUTIONS IN THE UNITED STATES ARE CONSTITUTED, WITH SPECIAL REFERENCE TO EX-OFFICIO MEMBERS.

Herewith are shown the name and location of each of a number of leading higher institutions of learning in the United States. In all those named, the President of the institution is also a member of the Governing Board either *ex-officio* or by direct appointment. Where the President of the institution is also the President of the Board of Trustees the name of the institution is preceded by a star (\*). In by far the larger number of institutions, where the President does not preside at Board meetings, he yet holds some other Board office and serves on a number of Board committees. The institutions named represent both those supported by private contribution and those whose maintenance is secured from funds obtained by a general property tax, *i. e.*, the institutions are both *private* and *public*:

Adelphi College, Brooklyn, N. Y.; Agricultural College, Fort Collins, Colo.; Alfred University, Alfred, N. Y.; Allegheny College, Meadville, Pa.; Amherst College, Amherst, Mass.; \*Armour Inst. Technology, Chicago, Ill.; \*Bethany College, Bethany, W. Va.; \*Bowdoin College, Brunswick, Me.; \*Brown University, Providence, R. I.; Bryn Mawr College, Bryn Mawr, Pa.; Bucknell University, Lewisburg, Pa.; Boston University, Boston, Mass.; Carleton College, Northfield, Minn.; \*Colby College, Waterville, Me.; Columbia University, New York City; Cornell University, Ithaca, N. Y.; Dakota Wesleyan University, Mitchell, S. D.; \*Dartmouth College, Hanover, New Hampshire; Delaware College, Newark, Del.; \*Dickinson College, Carlisle, Pa.; Earlham College, Richmond, Ind.; Grant University, Chattanooga, Tenn.; \*Geo. Washington University, Washington, D. C.; Hamline University, Hamline, Minn.; \*Harvard University, Cambridge, Mass.; Howard University, Washington, D. C.; Illinois College, Jacksonville, Ill.; Johns Hopkins University, Baltimore, Md.; Kentucky University, Lexington, Ky.; \*Knox College, Galesburg, Ill.; Lake Forest College, Lake Forest, Ill.; Lawrence University, Appleton, Wis.; Louisiana State University, Baton Rouge, La.; Mass. Inst. Technology, Boston, Mass.; Mercer Uni-

versity, Macon, Ga.; Mt. Holyoke College, South Hadley, Mass.; New Orleans University, New Orleans, La.; New York University, New York, N. Y.; North-Western College, Naperville, Ill.; \*Pacific University, Forest Grove, Oregon; Penn. College for Women, Pittsburg, Pa.; \*Penn. State College, State College, Pa.; \*Polytechnic Institute, Brooklyn, N. Y.; \*Princeton University, Princeton, N. J.; \*Ripon College, Ripon, Wis.; \*Rollins College, Winter Park, Florida; Rutgers College, New Brunswick, New Jersey; St. Lawrence University, Canton, New York; \*St. Louis University, St. Louis, Mo.; \*Simmons College, Boston, Mass.; Syracuse University, Syracuse, N. Y.; \*Trinity College, Hartford, Conn.; Tufts College, Boston, Mass.; Tuskegee Institute, Tuskegee, Alabama; University of California, Berkeley, Cal.; University of Chicago, Chicago, Ill.; \*University of Kansas, Lawrence, Kansas; \*University of Michigan, Ann Arbor, Mich.; \*University of Minnesota, Minneapolis, Minn.; University of Notre Dame, Notre Dame, Ind.; \*University of Pennsylvania, Philadelphia, Pa.; University of Rochester, Rochester, N. Y.; \*University of the South, Sewanee, Tenn.; University of Southern California, Los Angeles, Cal.; University of Utah, Salt Lake City, Utah; \*University of Vermont, Burlington, Vt.; University of Virginia, Char-



Fairfield County



Muskingum County

lottesville, Va.; University of Wisconsin, Madison, Wis.; University of Wyoming, Laramie, Wyoming; \*Upper Iowa University, Fayette, Iowa; Vanderbilt University, Nashville, Tenn.; Vassar College, Poughkeepsie, N. Y.; Wabash College, Crawfordsville, Ind.; Wesleyan University, Middletown, Conn.; Wellesley College, Wellesley, Mass.; Wells College, Aurora, N. Y.; Western University of Pennsylvania, Allegheny, Pa.; William Jewell College, Liberty, Mo.; Woman's College, Baltimore, Md.; \*Yale University, New Haven, Conn.

*Notes:*—The University of Colorado, at Boulder, is governed by a Board of Regents elected by the people. Pres. James H. Baker, of the University, is, by statute, the President of the Board of Regents, but not a member of that body.

The University of Tennessee, at Knoxville, is governed by a Board of Trustees whose presiding officer is Pres. Brown Ayres, of the University. Pres. Ayres is not a member of the Board.

*Ex-officio* Board members are nothing new in the governing boards of educational institutions, whether public or private. In state-

supported institutions the most named *ex-officio* board members are the President of the institution, the Governor of the State, and the State Superintendent of Public Instruction.

Delaware College, at Newark, has a Board of Trustees of which the Governor of the State and the President of the College are *ex-officio* members.

The Governor of New Hampshire is *ex-officio* President of the Board of Dartmouth College, at Hanover.

The Governor of New Jersey is *ex-officio* member and President of the Board of Trustees of Princeton University. In his absence, President Woodrow Wilson presides at Board meetings.

The *ex-officio* members of the Board of Trustees of Pennsylvania State College, State College, Pa., are the Governor of the Commonwealth, the President of the College, the President of the State Agricultural Society, the State Superintendent of Public Instruction, and the Secretary of the State Board of Agriculture.



Noble County

The Governor of the Commonwealth, the Chief-Justice of the Supreme Court, and the Secretary of the State Board of Education constitute the *ex-officio* members of the Board of Trustees of the Massachusetts Institute of Technology, at Boston, Mass.

The Louisiana State University, Baton Rouge, La., has the Governor of Louisiana, the State Superintendent of Public Instruction, and the President of the Faculty as *ex-officio* Board members.

The *ex-officio* members of the Board of Trustees of the University of Vermont, at Burlington, are, in the order named, Fletcher Dutton Proctor, Governor of the State, and Pres. Matthew H. Buckham, of the University.

The President of the University and the State Superintendent of Public Instruction are the *ex-officio* members of the Board of Trustees of the University of Virginia, at Charlottesville.

The Governor of Pennsylvania is *ex-officio* President of the Board of Trustees of the University of Pennsylvania, at Philadelphia.

The Board of Regents of the University of Wisconsin, at Madison, has President Charles R. Van Hise, President of the University, and the State Superintendent of Public Instruction as *ex-officio* members.

The Governor of the State, the President of the University, and the State Superintendent of Public Instruction are *ex-officio* members of the Board of Trustees of the University of Minnesota, at Minneapolis.

The Board of Regents of the University of Michigan, Ann Arbor, is elected by popular vote. The President of the University and the State Superintendent of Public Instruction are *ex-officio* members of the Board—the first-named being its President.

The University of California, at Berkeley, has the following-named *ex-officio* members of the Board of Regents: the Governor of the State, the Lieutenant-Governor, the President of the University, the Speaker of the Assembly, the State Superintendent of Public Instruction, the President of the State Board of Agriculture, and the President of the Mechanics' Institute.

The Kentucky State University, at Lexington, has a Board of Trustees of which the President of the University and the Governor of the State are *ex-officio* members.

Cornell University, Ithaca, N. Y., has eight *ex-officio* members on its Board of Trustees, as follows: the President of the University, the Governor and Lieutenant-Governor of the State, the State Commissioner of Education the Speaker of the Assembly, the State Commissioner of Agriculture, the President of the State Agricultural Society, and the Librarian of the University.

The Governor of Colorado and the President of the College are the *ex-officio* members of the Board of Trustees in control of the Colorado Agricultural College, at Fort Collins, Colorado. Eight other members, two each biennial period, are appointed by the Governor of the State and confirmed by the State Senate.

The following-named higher institutions of learning in Ohio report the President of the institution as also a member of the Board of Trustees. Where he is President of the Board of Trustees the name of the institution is preceded by a star (\*). Where he is not President of the Board of Trustees he yet serves as member of Board committees:

\*Baldwin University, Berea, Ohio; \*Buchtel College, Akron, Ohio; Denison University, Granville, Ohio; Kenyon College, Gambier, Ohio; \*Lane Theological Seminary, Cincinnati, Ohio; \*Marietta College, Marietta, Ohio; \*Oberlin College, Oberlin, Ohio; \*Ohio University, Athens, Ohio; St. Ignatius College, Cleveland, Ohio; \*St. John's College, Toledo, Ohio; \*St. Xavier College, Cincinnati, Ohio; \*Western Reserve University, Cleveland, Ohio; University of Wooster, Wooster, Ohio.

### THE DRIFT OF POPULATION.

In 1800, the population of the United States was 3,308,484, and Baltimore, Philadelphia, New York, Boston, and Charleston were the only cities with more than 10,000 inhabitants. In 1900, there were 545 towns with 8,000 or more inhabitants, the percentage of the whole being 32.75 as against 3.24 in 1800. As this tendency to live in cities is evidently destined to increase rather than to diminish, the problem of city administration will soon concern

more than half the people of the United States.

### A REVIEW OF BAGEHOT'S CRITICISM OF MILTON.

By Hiram Roy Wilson.

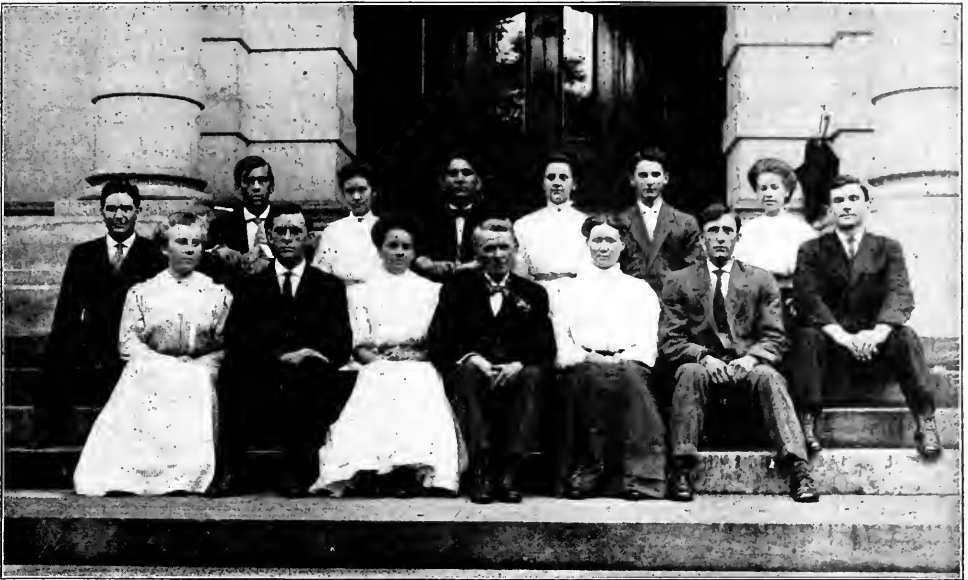
There is a great deal of truth in Whipple's idea that fad enters largely into criticism; critics with unsparing praise laud a writer entirely beyond due, or with severest judgment condemn him. Too frequently it happens that the spirit of criticism is so constructive that it builds a fabric from the fancy of the critic, or indulgently presents what he would like to see. This tendency is seen not only in the writers of a lower order, but also in literary men of keenest intellect. The critic has a function—a distinctive work. His service may be rich. He should never flag in his endeavor to lead others to apprehend the real literary values of a master-piece.

The criticism of impetuous judgment is usually blind and unfair. Haste, coupled with one's likes and dislikes, invariably results in what is not an accurate estimate of an author's work. Samuel Johnson did not hesitate to say that Shakespeare's *Othello* would have been a success had the dramatism followed the unities. So marked was Johnson's preference for classic standards that he at once decided that anything out of accord with them was fundamentally defective. Voltaire even said that the most impassioned speeches of *Othello* were nothing more than the merest empty ravings of a madman. Yet how different the verdict of time!

The reader of Bagehot's opinion of Milton will find his credulity over-taxed. It would be absurd to say that Bagehot does not present some of the most discriminating appreciations in the field of criticism. Yet this article seeks to show that he did not escape the fascination that critical work sometimes offers. Much that he has said about Milton is invalidated by his extravagance of assertion. His attitude, though erroneous, is certainly unique. From the "internal evidence" of *Paradise Lost*, it would seem that he often interprets Milton contrary to the poet's fundamental notions.

Many of Bagehot's misleading statements of Milton's general plan are due to the fact





Jackson County

that he does not distinguish carefully between the poet's attitude and that of his characters. If Satan, for instance, says in his defeat that it is

"Better to reign in hell, than serve in heaven," we must not understand this to be Milton's sentiment. This sort of mistake in interpretation has been made by men of considerable literary power. A short time after *Maud* appeared, Mr. Gladstone insisted that Tennyson was guilty of the "pathetic fallacy" in these lines:

"I hate the dreadful hollow behind the little wood,  
Its lips in the field above are dabbled with blood-red heath,  
The red-ribb'd ledges drip with a silent horror of blood  
And Echo there, whatever is ask'd her, answers 'Death.'"

The great statesman overlooked the fact that this antipathy towards nature was that of a son who bewailed the death of his unfortunate father. In later years, however, Gladstone saw his error.

Time and again Shakespeare is identified with all types of characters. The hackneyed phrase, "Shakespeare says," etc., more frequently presents the dramatist in what he does not say. So prominent a writer as

George Santayana says, in his *Poetry and Religion*, page 154, "If we asked him (Shakespeare) to tell us what is the significance of the passion and beauty he had so vividly displayed, and what is the outcome of it all, he could hardly answer in any other words than those he puts into the mouth of Macbeth:

'To-morrow, and to-morrow, and to-morrow,  
Creeps in this petty pace from day to day  
To the last syllable of recorded time;  
And all our yesterdays have lighted fools  
The way to dusty death. Out, out, brief candle!

Life's but a walking shadow, a poor player  
That struts and frets his hour upon the stage  
And then is heard no more: it is a tale  
Told by an idiot, full of sound and fury,  
Signifying nothing.'"

Perhaps nothing could be more inconsistent or farther from the truth than to identify Shakespeare's views of life with those of his bloody Macbeth. Thus much of the so-called Shakespearean criticism has retarded rather than aided in the study of the dramas. Only a comprehensive knowledge of Shakespeare's moral trend throughout all his plays will reveal to us Shakespeare himself and his commentary on life.

In his essay entitled *Wordsworth, Tennyson, and Browning*, Bagehot is led to a com-

parison of Wordsworth and Milton. He calls attention to the varied experiences of Milton and to his broad knowledge of great questions. His contact with men in political life, his familiarity with parliamentary customs, Bagehot says, give reality to the debates in the infernal council in Pandemonium. Well, possibly so: a writer is supposed always to bring his life to his art. But to quote: this Satanic discussion "is a debate in the Long Parliament; and though the theme of *Paradise Lost* obliged Milton to side with the monarchical element in the universe, his old habits are often too much for him, and his real sympathy—the impetus and energy of his nature—side with the rebellious element." This might lead the reader to believe that Milton's sympathies make him side with the rebellious element, simply because it is such. Even though Milton rebelled against tyranny and Satan rebelled against God, the motive of their rebellion was certainly different. No statement, no deed, of Milton's life leads one to infer that he enjoyed rebellion.

Let us continue with Bagehot: "For the purposes of art this (Milton's alleged sympathy with the rebellious element) is much better." Again, "Of a court, a poet can make but

little; of a heaven, he can make very little; but of a courtly heaven, such as Milton conceived, he can make nothing at all. The idea of a court and the idea of a heaven are so radically different, that a distinct combination of them is always grotesque and often ludicrous." Perhaps so; but to assume that Milton thus lapses, is to beg the question Milton does not seek to introduce into *Paradise Lost* a courtly heaven; of heaven, itself, he makes all that is necessary for his poetical setting. What would Bagehot have him make? Had Milton indulged his enthusiasm for particularizing about this "courtly heaven," he would have proved himself supremely inartistic. Macaulay admires the adroitness of the poet in being able to suggest so effectively by covering the supernatural with a cloud of obscurity. This power of suggestion through the obscure is one of the most artistic effects in all Milton.

"*Paradise Lost*, as a whole, is radically tainted by a vicious principle. It professes to justify the ways of God to man, to account for sin and death; and it tells you that the whole originated in a political event,—in a court squabble as to a particular act of patronage, and the due or undue promotion of



Knox and Holmes



Tuscarawas Valley

an eldest son. Satan may have been wrong, but on Milton's theory he had an arguable case at least. There was something arbitrary in the promotion; there were little symptoms of a job: in *Paradise Lost* it is always clear that the devils are the weaker, but it is never clear that the angels are the better."—*Bagehot*.

The "vicious principle" refers to the elevation of the Son. The text will be sufficient answer. The poet ascribes these words to the Omnipotent:

"Which of ye will be mortal, to redeem  
Man's mortal crime, and just the unjust to  
save?

Dwells in all heaven charity so dear?

\* \* \* \* \*

"He asked, but all the heavenly quire stood  
mute,

And silence was in heaven: on man's behalf  
Patron or intercessor none appeared,  
Much less that durst upon his own head draw  
The deadly forfeiture, and ransom set."

After a season, the Son replies:

"Father, thy word is past, man shall find  
grace:

And shall grace not find means?

\* \* \* \* \*

Behold me, then; me for him, life for life  
I offer; on me let thine anger fall."

Space forbids the further citation of this

lofty passage, wonderful for its music, its  
tenderness, its sublimity. The Father rejoins:

"Because thou hast, though throned in highest  
bliss

Equal to God, and equally enjoying  
God-like fruition, quitted all, to save  
A world from utter loss, and hast been found  
By merit more than birthright, Son of God,  
Found worthiest to be so, by being good,  
Far more than great or high \* \* \*

Here shalt thou sit incarnate, here shalt reign  
\* \* \* \* \*

Anointed universal King \* \* \*

All knees to thee shall bow, of them that bide  
In heaven, or earth, or under earth in hell."

These two passages show the absolute sincerity of Milton in his effort to understand the mysteries of religion. His subject was far too serious to him for him to pervert the slightest phase of it. If Bagehot's quarrel was with the poet's theology, the critic possibly might have had ground for an argument. But it is not thus: it insinuates that the poet could not state in verse his theology without perverting it or tainting it with a supposed hatred for the Spiritual Powers in which he professed absolute belief. The spirit, or tone, of the epic nowise leads the reader to infer that the wicked was loved by the poet, and the good, as it is represented, abhorred by

him. Bagehot may have seen "symptoms of a job," but the above excerpts clearly indicate that such an insinuation cannot be ascribed to the poet.

Milton's belief would easily justify the anointing of the Son, and explain these words: "Hear my decree, which unrevoked shall stand.

This day have I begot whom I declare  
My only Son, and on this holy hill  
Him have anointed, whom ye now behold  
At my right hand; your head I him appoint;  
And by myself have sworn, to him shall bow  
All knees in heaven, and shall confess him  
Lord."

In the entire twelve books of the epic, no "sympathy with Satan" is expressed. On the contrary, the poet seems genuine in joining the universal condemnation of Satan, who

"could not bear

Through pride that sight, and thought himself injured."

Milton further represents Satan, as first of all, without a cause for complaint or resentment; the former speaks of Satan as

"the first archangel, great in power,  
In favor and pre-eminence."

If, then, an analogy exists between God and his attitude toward the Son and Charles I. and his attitude toward some favorite cour-

ier, it is to be regretted that our critic fails to instance any passage to that effect. Possibly he would have his arguments summarized in this inevitable form:

Charles I. was a tyrant,  
Milton joined the rebellion against him;  
Satan led a rebellion against God,  
Therefore, Milton's sympathies were with Satan.

Bagehot says, "It is always clear that the devils are the weaker, but it is never clear that the angels are the better." In various passages, Milton depicts the angels as being stronger by virtue of their being better. Among their many characteristics are love, purity, obedience; see Book IV. The sentiment of the devils is well voiced by Satan: "Farewell remorse: all good is lost; Evil, be thou my good: by thee at least Divided empire with heaven's King I hold."

The account continues; Satan is represented as the

"first

That practised falsehood under saintly show."

Bagehot again adds. "There is no wonder that Milton's hell is better than his heaven, for he hated officials and he loved rebels." There was only a certain type of official that he hated and only a certain type of rebel



Western Reserve



Sixteenth Congressional District

that he loved. Milton was not hostile to the government of Cromwell, who was as strikingly the official as he was the rebel. Our only basis for judging Milton's idea of hell and of heaven is found in the poem itself. Among the many pictures, here is one:

"What can be worse

Than to dwell here, driven out of bliss, condemned

In this abhorred deep to utter woe;  
Where pain of unextinguishable fire  
Must exercise us without hope of end,  
The vassals of his anger, when the scourge  
Inexorable, and the torturing hour,  
Call us to penance?"

But perhaps Bagehot means "morally better"; this may be answered by Satan's boast that his eternal office will be to combat truth and light and sow the seeds of sin.

In conclusion, let one other quotation be examined: "He employs his genius below, and accumulates his pedantry above." Without doubt, there is an element of truth in this statement. In order to be artistic, Milton must render the infernal characters attractive. What, but art, have they recom-

mend them? A dramatist is always sufficiently clever to throw agreeable traits into a character naturally repellent. Professor Moulton speaks of this common device as "dramatic hedging." As to "pedantry accumulated above," one has but to select at random any of the discourses given to any of the heavenly characters. Many of these expressions are indeed stately, and often highly colored and formal, yet they are in great part given in Anglo-Saxon words of one syllable. The Divine request for the atonement, the Son's reply, the coronation of the Son, may be cited to illustrate Milton's most formal work.

Last of all, *Paradise Lost* evidently contains something, some subtle element, that has placed it out of reach of the decaying touch of time. Although Mark Pattison may be right in saying that Milton's "demonology" and "angelology" have passed into fiction, yet the latent power, the sympathy with things infinite, in a word, the poetic spirit, or essence, of the poem, are entities such as perish not nor groweth old.

## CHARACTER BUILDING BY MEANS OF READING CHOICE LITERATURE.

By President Alston Ellis.

Emerson says that men of character are the conscience of the society to which they belong. He defines character as a reserved force which acts directly by presence and without means. Bacon says that natural abilities are like natural plants that need pruning by study. "Reading maketh a full man," not only in learning but also in character. The soul in its fullness must hold more than intellectual power. It should be the abode of forces that make for the right ordering of life; and the almost automatic action of these forces results in the formation of a good character. Conference, using Bacon's term, may make or mar character. Good books and good companions are a blessing to anyone; bad books and evil companions unsettle all that is worthy and of good report in one's make-up.

The one who will read, with a mind open to good influences, such imaginative masterpieces of good literature as Hawthorne's "The Great Stone Face," Dickens's "A Christmas Carol," and Lowell's "The Vision of Sir Launfal," will finish the reading with stronger promptings to a life of purity, good-fellowship, and unselfish service. The influence of such literature in aiding the formation of a wholesome and lovable character is beyond question.

A writer that puts soul into his writings touches the souls of his readers with broadening and uplifting power. A word fitly spoken in a good cause—how it thrills the hearer and stimulates his latent energies! Such words, are like apples of gold in pictures of silver.

According to the testimony of Addison, the reading a page from the ancient moralists makes the reader a greater and a better man. "He that loveth maketh his own the grandeur he loves," says Emerson.

Thackeray asks: "Are people happier, better, better disposed to their neighbors, more inclined to do works of kindness, to love, forbear, forgive, pity, after reading in Addison, in Steele, in Fielding, in Goldsmith, in Hood, in Dickens?" There can be no other than an affirmative answer to such a question. The reader of the pages of Fields's "Yesterdays with Authors" and Thackeray's "English Hu-

morists" will find himself growing deeply interested in the lives and literary works of nearly a score of writers whose invigorating and facile minds have left strong traces upon the thoughts and actions of men. The impress upon mind, upon character, made by these writers is not to be measured in any set forms of speech. Says Fields, in speaking of the strong, virile, humane influence, upon the minds of others, exerted by Thackeray and Dickens through their writings, "They always seemed to be standing in the sunshine, and to be constantly warning other people out of cloudland."

To all of us will come hours of depression and gloom—times when the sun of life seems blotted out and the stars of hope obscured by the somber clouds of doubt. Then comes the gentle yet potent verse of Longfellow:

"Be, still, sad heart, and cease repining;  
Behind the clouds is the sun still shining;  
Thy fate is the common fate of all,  
Into each life some rain must fall  
Some days must be dark and dreary."

To the misanthropic and pessimistic comes the warning rebuke of Emerson: "Don't hang a dismal picture on the wall, and do not daub with sables and glooms in your conversation. Don't be a cynic and disconsolate preacher. Don't bewail and bemoan. Omit the negative propositions. Nerve us with incessant affirmations. Don't waste yourself in rejection, nor bark against the bad, but chant the beauty of the good."

A thoughtful reading of Thackeray's lecture, "Charity and Humor," will be a fit introduction to the open-hearted study of the characters of Ernest, Old Scrooge, and Sir Launfal as portrayed, respectively, by Hawthorne, Dickens, and Lowell. As to Thackeray, he himself is worthy of the kindly, generous tribute he pays to the memory of Sir Walter Scott: "What a good gentleman! What a friendly soul, what a generous hand, what an amiable life!" Says Fields: "He was a most generous critic of the writings of his contemporaries and no one has printed warmer praise of Dickens, in one sense his great rival, than he." The one who reads the last three pages of "Charity and Humor" will have no difficulty in convincing himself that Fields's characterization of Thackeray's manly and generous recognition of the literary merit of



The Livingston Boarding Club

the writings of his contemporaries is not overdrawn.

A brief outline of the three master-pieces, to which reference has been made, will serve to show the lessons they inculcate. These lessons may be summarized as follows:

1. We grow into the likeness of that which we love.

2. The emptiness of a life devoted to avarice, greed, over-reaching, and selfishness; the fullness of a life of cheerfulness, helpfulness, and sympathetic regard for others—a life of courage, faith, and optimism.

3. The homely near-at-hand duties are ever the most important and pressing. In their right ordering is the soul's uplift and ultimate salvation. Charity should begin at home, but it need not end there. "The Vision of Sir Launfal" is a fine, literary paraphrase of the story of the "Good Samaritan" as recorded in St. Luke, x., 25-37 inclusive.

In describing the simple life of Ernest, Hawthorne says: "Not a day passed by, that the world was not better because this man, humble as he was, had lived." Again: "More than the white hairs of his head, were the sage thoughts in his mind." What were the accumulations of Mr. Gathergold, the battle-field victories of old Blood-and-Thunder, the

forensic triumphs of old Stony Phiz, or even the literary achievements of the Poet himself when weighed against the simple life and devoted, unselfish service of Ernest?

An earnest consecration of one's life to the realization of high ideals will call forth the best qualities of mind and heart within him. The heights of character are not attained by sudden flight. The one who would reach the Celestial City must ever keep in sight the summit of the Delectable Mountains. The lesson of "The Great Stone Face" is conveyed in the concluding stanza of that little gem of didactic poetry entitled "The Bluebell":

"The patient child whose watchful eye,  
Strives after all things pure and high,  
Shall take their image by-and-by."

"A Christmas Carol" stands as a rebuke and a warning to the hard-hearted, the unsympathetic, and the miserly, wherever they may be. "Old Scrooge," the surviving member of the firm of Scrooge & Marley, is a type of business man that is not without representatives in this dawn of the Twentieth century. Hear Dickens's description of this character before the transformation came: "Oh, but he was a tight-fisted hand at the grindstone, Scrooge! a squeezing, wrenching,



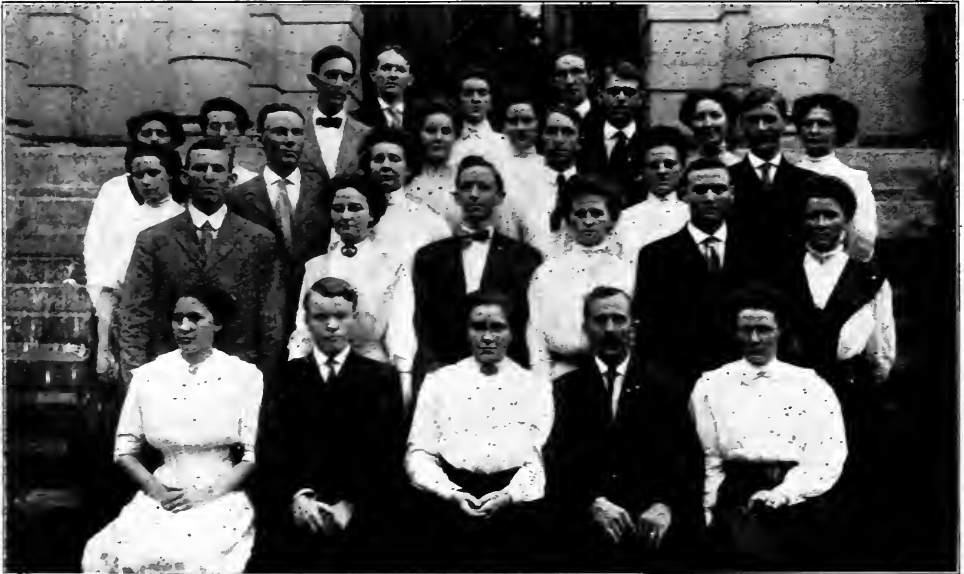
grasping, scraping, clutching, covetous old sinner! Hard and sharp as a flint, from which no steel had ever struck out a generous fire: secret, and self-contained, and solitary as an oyster."

One with artistic talent would have opportunity to draw some telling pictures from the descriptions of Scrooge and his surroundings. The business-like exterior and cheerless interior of the counting-house, with its occupants. Old Scrooge himself and his brow-beaten clerk. Bob Cratchit, might be made realistic but never suggestive of good cheer and good-will. The incoming of nephew Fred with his good health, good humor, and seasonable greeting could not light up the dungeon-like office of Old Scrooge with human sunshine. Good-natured Fred's wholesome view of Christmas was met by his uncle's reiterated *Humbug!* The benevolent gentleman who sought to interest Scrooge in their laudable effort to ameliorate the distress of the poor were turned away empty-handed and with scant courtesy.

At the close of day, reluctantly giving up effort at money-making, Scrooge returns to cheerless chambers, that answered to the only

home he knew, and there has his first meeting with Marley's Ghost. Scrooge seeking to propitiate the Ghost, of whom he stood in no little fear, referred to his former partner's business ability that enabled him to get and to hold the money which had become his idol. "Mankind was my business," replied the Ghost. "The common welfare was my business; charity, mercy, forbearance, and benevolence were all my business. The dealings of my trade were but a drop of water in the comprehensive ocean of my business." Evidently quiet, or unquiet, rest in the grave had brought to Marley a change of opinion as to what the best, the most true, business of life is.

With consummate skill and strong effect Dickens makes three separate visions to appear before the wondering eyes of Old Scrooge. "Christmas Past" shows him in the home of his boyhood, a lonely boy reading near a feeble fire, a loving and self-sacrificing sister,—the mother of nephew Fred—a warm-hearted employer who treated those in his service with considerate kindness, a sweetheart whose place in his affection was usurped by the idol of Gain, and, lastly, that same



The Martin Boarding Club

sweetheart, happily wedded to one worthy of her love, in the midst of the delights of a home upon which the sun of love and content never set.

"Christmas Present," placed before Scrooge, in vivid forms, scenes of every-day life characteristic of the week that rings out the old year and rings in the new one. Good cheer and fellowship generally hold sway; the Cratchit home, with its limited space and meager furnishings, is shown in holiday dress; the rooms of the nephew are decorated in honor of Christmas and kindly speech sets the hearts of host and guest, alike, aglow with good feeling and sympathy; the hard, grinding lives lived by the miner and the sea-faring man are limned out; and a masterful and help-suggesting sketch is given of the boy and girl pressed into the slums of life by gaunt poverty and parental viciousness and neglect.

With foreboding terror does Scrooge look upon the scenes disclosed by the "Ghost of Christmas Yet to Come." The business world is moving on in its accustomed way. Merchants forming a little group on the street corner, some with words of jest, none with voice touched with feeling, are discussing the death of Scrooge. Some heartless wretches, who had access to the room in which Scrooge died, are selling the plunder of the death-chamber in a pawn shop. The death-chamber itself, more cold, dreary, and forbidding than usual, is deserted by all save the stark form on the bed into whose pallid face Scrooge does not dare to look. The home of the despondent debtor is visited and the hollow-eyed misery that Debt brings into many a home circle is seen. Again, the humble quarters of the Cratchits are visited at a time when the Death Angel's wings are outspread over the little cot upon which the wasted form of Tiny Tim lies gasping in death agony. A trail of semi-darkness stretches from the office, now in possession of strangers, to the churchyard with its new-made grave. One cannot decipher the words engraved upon the slab that marks the grave of Old Scrooge. No matter; perhaps, as is often the case, they are meaningless.

"The End of It" is more happy than is the outcome of most lives given over to plunder and greed. "Can the Ethiopian change his

skin, or the leopard his spots? then may ye also do good, that are accustomed to do evil." The miserly, the callous-hearted, the wreckers of other men's happiness and fortunes do not always have at hand, in the twilight of life, a Guardian Angel to rescue them from a fate beggaring the power of voice or pen to describe. Scrooge is, at best, but an eleventh-hour worker in the wide field of human duty. Dickens opens up to him the way to a life of cheerful, generous service through the transforming influence of his several visions. The prize turkey finds its way to the Cratchit home; the liberal-minded men whose reception in Scrooge's office was so chilling and brusque are made the recipients of a handsome donation, for sweet Charity's sake; and Old Scrooge himself brings additional sunshine and merry revelry into the home of his nephew.

Great is the power of eloquence, whether of voice or pen! No one can measure the healthy influence of such a message as Dickens penned in "A Christmas Carol," herein imperfectly outlined, for the instruction and reformation of such of our kind as have had the sweet milk of human kindness turned into curd and whey by a life of devotion to those forms of business in which Gold and Gain are made idols and worshipped with more than heathen devotion.

One of the best lay-sermons ever delivered or published is Lowell's "The Vision of Sir Launfal." Throughout, it makes strong and successful appeal to both head and heart. As a poetic composition, it is a gem; as to conception, it is lofty and inspiring; and as to its influence upon thought and action, it is virile and inspiring. The efforts of men after the fleeting and illusory things of earth are rebuked in the following lines of the first Prelude:

"For a cap and bells our lives we pay,  
Bubbles we earn with a whole soul's tasking;  
'Tis heaven alone that is given away,  
'Tis only God may be had for the asking."

No description of Summer—the perfect days of June—ever had a richer setting than the one from Lowell's pen in this masterpiece of thought and versification. The picture of winter scenery, found in the Prelude to Part Second, is well sketched and is a fine bit of artistic and poetic word-painting.

But, after all, the interest of the reader is focused on the beautiful lines and uplifting sentiment of "The Vision" itself. Interest in the young knight is awakened in the opening lines where he calls for his golden spurs and richest mail ere he sets out in quest of the Holy Grail. His body is full of vigor, his spirit is uplifted, and his eye looks aspiringly to an exalted field. His castle, dull and gray, was the proudest hall in the country about—so proud and so haughty that it even rebuffed the divine gift of free sunshine. From its gloomy and usually tight-closed portals emerged Sir Launfal with proudly-beating heart and eyes that glistened at thought of the high emprise that called him forth. The wan leper's plaintive cry of distress was answered by the toss of a coin from a reluctant hand. The gold remained untouched at the feet of the miserable suppliant.

"He gives nothing but worthless gold  
Who gives from a sense of duty."

The reader is left to imagine most of the vicissitudes of fortune through which Sir Launfal had passed, in his search for the Holy Grail, ere he came, a frail, a bent, and an aged man, back to the home of his boyhood. A flunky of wealth and power warns him, with

rough speech, away from the castle whence he went with such lofty pride and high hopes in the time of long ago. As, in meditative and humbled mood, he turned away from the rude greeting of the seneschal, again the plaintive wail of distress comes to his ears and again he sees the leper, more grewsome and loathsome than before, with outstretched hands and seared eyes, imploring compassion and help. "And Sir Launfal said, 'I behold in thee An image of Him who died on the tree; Thou also hast had thy crown of thorns, Thou also hast had the world's buffets and scorns,

And to thy life were not denied  
The wounds in the hands and feet and side;  
Mild Mary's Son, acknowledge me;  
Behold, through Him, I give to thee.' "

While Sir Launfal was dividing his hardened loaf with the leper and was pressing the cooling draught of water to the parched lips of the wretched one, the glorified Christ was revealed.

"Shining and tall and fair and straight  
As the pillar that stood by the Beautiful Gate."

The lesson has already been indicated; it is now put in set form as follows:

"Not that which we give, but what we share,  
For the gift without the giver is bare;



The Cline Boarding Club

Who bestows himself with his alms feeds  
three,  
Himself, his hungering neighbor, and me."

'Twas but a dream. As in the case of Scrooge's visions, the dream of Sir Launfal opened his eyes to a clearer view and directed his thought and energy to more rational modes of rendering service.

"Hang my idle armor up on the wall,  
Let it be the spider's banquet hall;  
He must be fenced with stronger mail,  
Who would seek and find the Holy Grail."

Perhaps enough has been said, and quoted, to emphasize the truth contained in one of the opening sentences of this article. The love of what is best in literature is an *open sesame* to the best that life has to offer us in the constantly widening realms of thought and action. The inspiring and uplifting life-lessons embodied in the literary compositions herein sketched out are but the few of the many which choice literature presents for our pleasure and instruction. Of almost equal literary value and moral wholesomeness are such mind-and-heart products as Leigh Hunt's "Abou Ben Adhem," Holmes's "The Chambered Nautilus," Bryant's "To a Waterfowl," and Tennyson's "Crossing the Bar."

## ON GETTING READY.

By

Dean Edwin W. Chubb.

"Any umbrellas to mend?"

"Yes, here's one that needs a stitch or two; I could fix it myself, but if you wish you may mend it."

The itinerant mender did the work in two or three minutes, asked five cents for the work, got the five cents, and then gave me the mended umbrella and the text for this short "BULLETIN" article. He was a man of about fifty-five, whose intelligent face invited conversation.

Yes, he had started this trip near Newark, had gone through Zanesville, Cambridge, Wheeling, Canonsburg, "Little" Washington, and up the Monongahela Valley through Monongahela City, Brownsville, down to Grafton, across to Parkersburg, and now was in Athens, July 23, 1909. Next year he was going to make a trip to California and the Pacific coast.

"How long have you been in this business?"

"About two years. At first I solicited work for another man. He did the mending, I got the business; then while in Baltimore we lost each other one day. So I started out for myself. I'll never forget how I went with my few odd sticks and ribs to one of those novelty stores and bought a ten-cent tweezers and started up business for myself. I had never mended an umbrella in my life, but I had watched my partner so often that I knew a good bit about the business."

And he got five cents for his skill in mending an umbrella, because he had paid ten cents for his equipment!

There are some teachers whose only expenditure for professional equipment has been the 50 cents paid to take the examination before the county board, and yet they cannot understand why the \$1,000 salaries never come their way.

A few years ago I paid a Philadelphia oculist \$25,—the fee would have been \$50 or \$100 if he had not tempered the wind to the shorn lamb,—for a few minutes' work in making some adjustments in the lenses of my spectacles. He is a leader in his profession. When I came home I found his book on optics in the library of my home physician.

He got \$25 for a half hour's work; for the same half hour of work the umbrella mender may earn 25 cents. But then the oculist paid from \$5,000 to \$10,000 for his special equipment, while the umbrella man paid but 10 cents.

Yesterday, a 1909 graduate of the Ohio University dropped into my office to tell me that he had secured a \$900 position in a good Ohio high school. He has not had a year's experience in teaching, but he will be worth all of the \$900. He has paid more than ten cents for his equipment. He is not the only 1909 graduate who will take a \$900 or a \$1,000 place in September.

Several years ago a young man wandered into Ohio University from the western part of Ohio, where he had been teaching a township school. He graduated, and then remained another year to take his master's degree. He was next found in a high school in an Ohio city. He was not satisfied with his equipment, consequently he went to Harvard for

two years, continuing his specializing in English. Two or three weeks ago he came into my office to talk over two positions which had been offered him. One was a temporary professorship in English literature in a New England college, the other a professorship in a western State Normal School. He finally decided to take the place in the West, a position which will pay in a few years, if all goes well, \$2,400 a year.

*He knew enough to get ready for the place and when he was ready the place came to him.*

A week ago I was asked to recommend a teacher of literature, one with a doctor's degree preferred, for a \$1,200 place in a college. The only men I could think of already had positions worth at least \$1,200. The professor of history at Ohio University tells me he was asked a day or two ago to name a good man in his specialty for a \$1,500 position in a western college. He was at a loss to name a man.

Almost every year several of the graduates of the Ohio University go to some of the larger universities for graduate study. Many of them become instructors or assistants while studying for a higher degree. One of these young men is now holding an important posi-

tion in the scientific work of the United States government; another has just been elected professor of Physics at the University of West Virginia; another is professor of Elementary Science at the State Normal College of Ohio University, while still another is professor of History in the same institution.

These are just a few of the many cases that have occurred during the past five or six years.

GET READY!

## THE TRAINING OF HIGH-SCHOOL TEACHERS.

By Dean Henry G. Williams.

THERE is probably no greater need in the system of public education in Ohio than trained high-school teachers. The idea that any one who possesses a college education is qualified to teach in a high school is fast disappearing from the minds of superintendents and boards of education. It is becoming quite general to admit that the high-school teacher needs something else besides a knowledge of the subject he teaches. Just what this additional knowledge and preparation shall be, and where it should be obtained, are questions not so easily agreed upon.



The Miller Boarding Club

*Public-school and college men* have long since conceded to the Normal School the function of the training of teachers for the elementary schools, but college men generally are not willing to admit that high-school teachers need training of a professional character. Just why they should require the elementary teacher to have a professional training and not require such training of the high-school teacher, they have never satisfactorily explained.

President Ellis quoted: In an address before the National Association of State University Presidents at Washington in November, 1908, this question was discussed by Dr. Alston Ellis, president of Ohio University. The following paragraph is quoted from that address:

"The most pressing need at the present time in the training of teachers for real professional work is better means for the right training of high-school teachers. Few of the normal schools have courses of instruction long enough, broad enough, and strong enough to meet this need. The desired result can be brought about in two ways—by extending the academic and professional work of the present normal schools or by the establishment of 'colleges of education' in the universities. If the state is to inaugurate and order this work, through its accredited agents, local conditions should determine which plan will prove the most effective as well as least expensive. Where public normal schools are meeting the demand for trained high school and special teachers, it might be a questionable policy for the universities to duplicate their work. Should this be done, friction between these educational wards of the state will inevitably result."

*It is conceded* by President Ellis that the state-supported normal schools or teachers' colleges are or should be better prepared to train high-school teachers than are even the State Universities through their Departments of Education. If this much can be universally conceded, there is no room for argument in favor of the training of high-school teachers in the average college of liberal arts. On the other hand these statements and admissions do not criticise the colleges of liberal arts nor discredit their work in any way. It is simply a matter of function. A razor is a useful tool, so is a hand-saw; but the razor beats the hand-saw for shaving purposes.

*The normal school, or teachers' college* let

us now call it, if it undertakes to train high-school teachers, must maintain four-year courses equal in scholastic standards to the recognized courses leading to the bachelor's degree in our standard American Colleges. But you may say, then why not have these high-school teachers go to the standard American college for their training? President Baker has said that it would be better to add pedagogy to the college than add the college to pedagogy. That is a pretty play upon words, but it will not stand the test of closer scrutiny. To admit that an A. B. graduate is the best prepared high school teacher is to claim either that there is no profession of teaching or that the college of liberal arts is a teachers' professional school. Either proposition would be difficult to defend. The A. B. graduate is no more a teacher than he is a lawyer, but he is a little nearer to the threshold. His classical course will prove very valuable to him in either profession, but the thing that evolves a teacher out of his bachelor of arts is not to be found in his course.

*If the college graduate* is to teach in a high-school he will need to be in thorough sympathy with the purpose and sphere of the high-school. He gets no such instruction in his college course and this idea is foreign to him. He needs to understand the adolescent and the many problems of adolescence, and he receives little or no suggestion along these lines in college. He will need to know the motives and ideals that operate in the minds of boys and girls from twelve to twenty years of age, and he has had no instruction along this line. He will need to know the organization and the articulation of the high-school courses with those of the elementary school on the one hand, and the college, or scientific school, or professional school on the other; but his college course gave him no opportunity to study this problem in its concrete form and perhaps not at all. He will need to know the processes by which the mind is aroused and by which it acquires knowledge through its own self-activity, but his college course gave him only an abstract idea of mental growth, for he had no opportunity to take this problem to the laboratory and work it out, for the college has no laboratory in



The Calvert Boarding Club

education. The training school is the very center of the normal-school idea—the pedagogical laboratory—and is as essential to the training of the teacher as the clinic is to the education of the physician. A normal school, normal college, college for teachers, or school of education without a completely organized and well-equipped training school, is only a school of the theory of education, and this any college could be.

*This high-school teacher* will need to be thoroughly conversant with the evolution of secondary education; the history of great movements toward making popular and more democratic secondary education in this country, the successes and failures, the plans and the methods of great educators who have devoted their lives to the cause of education. He will only by chance get any such view in college, and if he does, it will be imparted in an atmosphere that is more or less hostile to the very purposes of secondary education. The college wants the high school made a preparatory school, while the people who established them and support them demand that the 96% who do not expect to go to college should have their share of consideration. The college atmosphere is not that of the pro-

fessional school. A teacher needs to be trained in the right kind of environment.

*To bring all these elements* into the training of the high-school teacher, he should have the environment of a professional school, the spirit and purpose of instructors who feel they are training leaders in educational and professional thought, and the observation and practice teaching of a well-organized and properly articulated training school including in its curriculum all the standard or *constant* secondary subjects. This training school may be an observation school to the pupil in the early part of his course and a practice school during his senior year. The observation should be done in two groups—the first while the critic teacher is doing the teaching; later in the course the pupil teacher may observe the practice teaching of other pupil teachers; and lastly must teach under the skilled direction of critics and supervisors. It would add to his future efficiency in the high school if he were required to observe and practice in the grammar grades of the training school as well.

*Such facilities* can only be obtained in a teacher's college, for the training school must be an integral part of the institution, entirely



under its control and administration, with teachers selected and directed by it, with close articulation between the departments of principles and methods on the theoretical side and the practice or exemplification of these principles on the other side. The theory and the practice must harmonize and this cannot be accomplished unless the training school is as much a department of the teachers' college as the department of psychology, or languages, or sciences.

All these things cost money. If the teachers' college undertakes to train teachers for the high school, not only will the training school in secondary subjects be necessary but an additional teaching force will be required. The work of the normal schools has in the past been confined chiefly to the training of elementary teachers, and boards of education have had to be content to employ college graduates with neither experience nor training to do the teaching in the high schools. As the efficiency of elementary teachers has greatly increased through normal-trained teachers, school boards, superintendents, and patrons have learned to appreciate the value of such training and are demanding similar training of high-school teachers. They are beginning to realize that the poorest teaching in the public schools is done in the high schools, because the young teacher there is likely to think a diploma is the only requisite.

### O. U. SUMMER SCHOOL.

June 28, 1909—August 6, 1909.

Enrollment of students by states and countries:

States.	No. Students.
Ohio .....	699
West Virginia .....	13
Pennsylvania .....	7
Oklahoma .....	3
New York .....	2
Indiana .....	2
Kentucky .....	1
Colorado .....	1
Minnesota .....	1
Brazil .....	1
Persia .....	1
Total .....	731
Men, 214; women, 517; total..	731

### OHIO COUNTIES REPRESENTED. 71.

Name.	No. Students.
Athens .....	153
Fairfield .....	42
Licking .....	37
Perry .....	33
Ross .....	29
Vinton .....	28
Washington .....	27
Tuscarawas .....	26
Franklin and Guernsey .....	18
Gallia and Muskingum .....	15
Belmont .....	14
Pickaway .....	13
Monroe .....	12
Highland .....	11
Noble .....	10
Jackson, Madison, and Scioto..	9
Harrison and Pike .....	9
Jefferson, Stark, and Summit...	7
Ashtabula, Clinton, Hocking, Hancock, and Morgan .....	6
Columbiana, Cuyahoga, Fayette, Knox, Lawrence, Meigs, and Trumbull .....	5
Erie, Huron, Lucas, and Wood	4
Champaign, Clark, Delaware, Hamilton, Richland, and Wil- liams .....	3
Carroll, Coshocton, Fulton, Hardin, Henry, Medina, Mer- cer, Ottawa, Preble, Portage, Sandusky, and Shelby .....	2
Adams, Ashland, Butler, De- fiance, Geauga, Holmes, Ma- honing, Montgomery, Mor- row, Seneca, Van Wert, and Wayne .....	1
Allen, Auglaize, Brown, Cler- mont, Crawford, Darke, Greene, Lake, Logan, Lorain, Marion, Miami, Paulding, Putnam, Union, Warren, and Wyandot .....	0

731

States and countries represented.	11
Enrollment of Pupils in Train- ing School, unregistered.....	151
Attending Teachers' Confer- ence, unregistered .....	53

### SUMMER SCHOOL OF OHIO UNI- VERSITY, ATHENS, OHIO.

June 20, 1910—July 29, 1910.

#### General Information.

ATTENDANCE STATISTICS—The attendance of students at the Summer School of Ohio Uni-

versity for the last ten years is herewith shown:

Year.	Men.	Women.	Total.
1900.....	36.....	29.....	65
1901.....	45.....	57.....	102
1902.....	110.....	128.....	238
1903.....	159.....	264.....	423
1904.....	194.....	363.....	557
1905.....	220.....	430.....	650
1906.....	207.....	449.....	656
1907.....	236.....	442.....	678
1908.....	236.....	387.....	623
1909.....	214.....	517.....	731

The figures given above do not include the number of pupils enrolled in the Training School, or the number of School Examiners, Principals, and Superintendents who attended the "Conferences in School Administration" held the next to the last week of the term.

In 1909, the students came from all sections of Ohio and represented seventy-one counties of the State.

NEEDS CONSIDERED AND COURSES OFFERED—In arranging the courses of study for the Summer School of 1910, the various needs of *all classes of teachers* and those preparing to teach have been carefully considered and fully provided for. About one hundred and thirty courses are offered, and that number of

classes will recite daily. Teachers and others seeking review or advanced work should plan early to attend the session of 1910, which will begin June 20th and continue six weeks.

FACULTY—A Faculty of forty-two members will have charge of the instruction. Please to note that all the instructors, with few exceptions, are regularly engaged in teaching in Ohio University. Those who enroll in the Summer term are thus assured of the very best instruction the University has to offer.

SELECTED WORK—Why not examine the catalogue and determine now the course you wish to pursue, and then begin at once to work out *systematically* the studies of that course? If you are a teacher of experience, or if you have had previous collegiate or high-school training, you will doubtless be able to do at home, under our direction, some systematic reading and study.

COURSES OF STUDY—Summer-School students should decide upon a regular course of study to be pursued systematically. Credits and grades from other schools should be filed with the President of the University, thus enabling the student to secure an *advanced standing*. Work begun during the Summer



The Shaeffer Boarding Club

term may be continued from year to year, and much work may be done at home, by advanced students, under the direction of the various heads of University departments. *College credit will not be given for home work. A diploma from the State Normal College should be the goal of every ambitious teacher.*

REVIEWS—Ample provision has been made for the needs of young teachers, and those preparing for examinations, by means of *thorough reviews* in all the studies required in city, county, and state examinations. Students preparing to teach, or preparing for any advanced examination, will find excellent opportunities at Athens.

SPRING-TERM REVIEWS—The Spring term of Ohio University will open Monday, March 28, 1910, and close Thursday, June 16, 1910. On Monday, May 2, 1910, *new review classes* will be formed as follows: Arithmetic, Grammar, Geography, United States History, English Literature, General History, Physiology, Physics, Botany, and Theory and Practice of Teaching. Instruction in these subjects will be necessarily general, but as thorough as time will permit. These classes are formed for teachers and prospective teachers who are preparing for the *inevitable examination*. Scholarship is not acquired by such work; it is recognized as a kind of *necessary evil*. A clear knowledge of the nature of the *uniform examination questions* used in Ohio will guide those giving instruction. Until Ohio adopts a more sane and consistent system of examining and certificating teachers, those teaching or expecting to teach will appreciate the value of such favorable opportunity for review work. These classes can be entered to advantage any time prior to June 1, 1910. Only a *just portion* of the usual term fee of \$6.00 will be charged students who enter at the time of the forming of these special classes or later. If demand is sufficiently strong, review classes may be formed in Plane Geometry, Elementary Algebra, Elementary Chemistry, Latin, German, and some other subjects. However, *none of this work is promised*.

PRIMARY TEACHERS—Special attention is called to the fact that the Training School, or Model School, will be in session during the Summer term. In this school emphasis is

placed upon the training of primary teachers. Almost every teacher in the rural schools has primary classes to instruct. City teachers will also find this course *especially valuable*. Every teacher of the rural schools will have an opportunity to receive instructions in the best methods of teaching as applied to primary schools.

EXPENSES—No tuition will be charged. The registration fee of \$3.00 will entitle students to all the privileges of the University, save special instruction in private classes.

*In no case will this registration fee, or any part of it, be returned to the student after it has been paid to the Registrar.*

Boarding in clubs, per week, costs from \$2.25 to \$2.50, and in Boyd Hall and Women's Hall, \$2.50. A student may attend the Summer School six weeks and pay all expenses, except the railroad fare, on from \$25.00 to \$30.00. By observing the strictest economy, less than this would be required.

AMPLE ACCOMMODATIONS—No school town can offer better accommodations at more reasonable prices than Athens. Nicely furnished rooms, in private houses, *convenient to the University*, may be rented for \$1.00 a week, including light, bedding, fuel, towels, and everything needed by the roomer. This rate is given where two students occupy the same room. If occupied by one student, such rooms usually rent for \$1.25 a week. It is safe to say that four-fifths of the rooms rented to students are rented from \$0.75 to \$1.00 each per week.

WOMEN'S HALL AND BOYD HALL—These two buildings will accommodate about 180 women students. They are owned by the University and the rooms are of good size and well furnished.

Students securing quarters here will pay from \$3.50 to \$3.75 per week for board and lodging, everything being furnished save soap and towels. Students wishing rooms in these buildings should engage them in advance. Such rooms will be in demand.

It is required that every student occupying a room in either of these buildings pay the weekly charge *for the whole term*. It is manifestly unfair to the University to lose the moderate rental charged for these rooms for any portion of the term. To vacate a room



Guernsey County

after the opening of a term usually means the loss of rental fees for it from that time on.

Write to Miss Birdine Stanley, Dean of Women. Students who do not wish to engage rooms in advance will experience no trouble in getting *promptly located*. Eight hundred students can find desirable accommodations in Athens.

**WHAT ATHENS CAN DO**—Athens can easily accommodate a large number of students. At the close of the first day of the Summer term of 1909, every student had been eligibly located. Accommodations for at least 250 additional students were available.

**FREE LECTURES**—Arrangements have been made for a series of day and evening free lectures to be delivered in the Auditorium of the University within the period covered by the Summer term.

**TEACHERS' CONFERENCES**—At least six conferences—two hours each—will be held the fifth week. These will be led by members of the Faculty and others familiar with the workings of the public schools and experienced in school methods and management.

**OHIO SCHOOL LAWS**—Particular attention will be given to the provisions of Ohio's *new*

*school code*. A series of informal "talks" on some of the most interesting features of the present Ohio School Law will be given. Classes in School Administration will consider the provisions of the entire school code.

**LABORATORIES, ETC.**—The laboratories, museums, art studios, library, and gymnasium of the University will be accessible to students *free of charge*. The *new* gymnasium is one of the finest and best equipped buildings of the kind in Ohio. In hot weather the natatorium will have strong attraction for students.

**TEXT-BOOKS**—All text-books will be supplied at the *lowest prices possible*. Students should bring with them as many supplementary texts as convenient.

**RANGE OF STUDIES**—The following subjects will be taught during the Summer term. Prospective students may see that *almost every subject* in the various University and Normal-College Courses will be presented during the Summer term. Students who do not find in the following list of subjects the studies they wish to pursue will be accommodated if a sufficient number of requests for other work are made. The classes regularly scheduled are as follows: Arithmetic (three classes),

Grammar (three classes), U. S. History (three classes), Ohio History, Algebra (four classes), Public-School Drawing (three classes), Free-Hand Drawing (three classes), Bookkeeping (two classes), General History, (three classes), Physiology (two classes), Civics and Health, Psychology (two classes), Zoology, Political Economy, Beginning Latin, Caesar, Virgil, Cicero, Advanced Latin, Physics (three classes), Electrical Engineering (two classes). History of Education (two classes), Principles of Education (two classes), School Management, School Administration and School Law, the Elementary Course of Study, Primary Methods (two classes), Special Methods in School Studies. Pedagogical Conferences, Geography (three classes), American Literature (two classes), English Literature (two classes), American Poetry, Word Study, Literature for the Primary Grades, Preparatory Rhetoric (two classes), English Poetry, Byron, Keats, and Shelley, Tennyson, Paidology, or the Science of the Child (two classes), Elementary Chemistry, Qualitative Analysis, Organic Chemistry, Stenography, Typewriting, Elementary Manual Training, Physical Laboratory, Chemical Laboratory, Biological Laboratory, Psychological Laboratory, Nature Study, Elementary Agriculture, Bird Study, Botany (two classes), Observation in Training School, Teaching School, Civil Government, Plane Geometry, Solid Geometry, Trigonometry, Surveying, Field Practice, Mechanical Drawing, How to Teach Reading, Sight Reading (in music), How to Teach Public-School Music, Vocal Music, Chorus Work Beginning German, Advanced German, Beginning French, Advanced French, and other subjects if a sufficient demand is made at the opening of the term.

**OTHER BRANCHES**—Arrangements can be made by students attending the Summer term for *private lessons* in Greek, Latin, German, French, Spanish, Psychology, Pedagogy, Voice Culture, Piano, Organ, Violin, Higher Mathematics, Philosophy, Elocution, and other branches scheduled in any of the University courses. The cost of such instruction, in each branch, *will not exceed* \$7.50 for the full term of six weeks, or \$0.75 for each lesson. Inasmuch as the work offered in the regular

classes of the Summer School covers so wide a range of subjects, it will be, in most cases, a matter of election on the part of students if they take private instead of class instruction.

**SUMMER-SCHOOL ADVANTAGES**—Besides having an opportunity to pursue systematically *almost any study desired*, under the direction of those regularly employed in this work, the student of the Summer School enjoys the advantages of the acquaintance, friendship, and counsel of many prominent superintendents, examiners, principals, and others who are always on the lookout for progressive, well qualified teachers.

**HOW TO REACH ATHENS**—Athens is on the main line of the following railroads: Baltimore and Ohio Southwestern, Hocking Valley, and Ohio Central Lines. Close connections are made with these lines at the following-named places: Cincinnati, Loveland, Blanchester, Midland City, Greenfield, Chillicothe, Hamden Junction, Parkersburg, Marietta, Middleport, Gallipolis, Portsmouth, New Lexington, Lancaster, Logan, Columbus, Thurston, Zanesville, Palos, Delaware, Marion, and other points. Students on any railroad line may leave their homes in the most distant part of the state and reach Athens within a day.

**REQUESTS FOR NAMES**—Superintendents and teachers are requested to send to the President of the University the names and addresses of teachers and others who would likely *be interested* in some line of work presented at Ohio University. The Ohio University Bulletin is sent free and regularly to all persons who desire to have their names enrolled on the mailing list.

**A TEACHERS' BUREAU**—Since the State Normal Schools of Ohio were established in 1902, and especially since superintendents were given, in 1904, the right to appoint teachers, the State Normal College of Ohio University has received many calls for teachers. Positions aggregating *many thousands of dollars* have been secured by us for our students. The Dean of the Normal College conducts, *free of charge*, a bureau for teachers, and is always glad to aid worthy teachers in this way.

**CONCLUSION**—The President of the University will cheerfully answer *any questions* teachers or others desire to ask. The many addresses made by members of the Faculty

the past year, and the large quantity of printed matter sent out, have served to give prominent attention to the work of the University and the State Normal College. In this way *thousands of people* have learned to know something of the broad scope of work undertaken at Athens. The hundreds of students who have come to us the past year have helped very largely in imparting information to friends of education throughout the state concerning the extent and character of the work accomplished here. For the year ending March 26, 1909, the total enrollment was 1,462 different students. The total enrollment of different students for the college-year ending June, 1910, will not fall below 1,500. For latest catalogue, other printed matter, or special information, address

ALSTON ELLIS,  
*President Ohio University, Athens, Ohio.*

## DEPARTMENTS AND COLLEGES OF THE OHIO UNIVERSITY.

### I. College of Liberal Arts:

1. Course leading to the degree of Bachelor of Arts (A. B.).

2. Course leading to the degree of Bachelor of Philosophy (Ph. B.).

3. Course leading to the degree of Bachelor of Science (B. S.).

Each of these is a four-year course, based upon graduation from a high school of the first grade, or equivalent scholarship, and requires 2,500 college hours—1,500 required and 1,000 elective—for its completion.

### II. The State Normal College:

1. Normal Preparatory Course—*three years.*

2. Course in Elementary Education—*two years.*

3. Course in Kindergarten—*two years.*

4. Course in Secondary Education—*four years.*

5. Course in Supervision—*four years.*

6. Professional Course for Graduates from reputable Colleges of Liberal Arts—*one year.*

7. Special Course in Drawing—*Sufficient time to earn the special Certificate given.*

8. Special Course in Public-School Music—*Sufficient time to earn the Special Certificate given.*

Admission to any of these courses, save No.



Training-School Class in the School Garden

1, is based upon graduation from a high school of the first class or equivalent scholarship.

### III. The School of Commerce:

1. A Preparatory Course—*three years*.
2. A Collegiate Course—*two years*.
3. Special Courses in Accounting, Type-writing, and Stenography.
4. Teachers' Course in Stenography—*two years*.

Graduates of high schools having a four-year course will be admitted to the Collegiate Course without conditions. All the work scheduled is very thorough and practical.

### IV. College of Music:

1. Course in Piano and Organ.
2. Course in Vocal Culture.
3. Course in Violin.
4. Course in Harmony and Composition.

Each Faculty member is a specialist and conducts work of a high order of merit. Students are entitled to pursue work in the other colleges of the University without paying additional fees. A diploma from the College of Music is not easily obtained, but it is worth its cost of time, labor, and money when secured.

### V. The Department of Physics and Electrical Engineering:

As a part of the scheduled work in this Department is the following Short Course in Electrical Engineering:

**REQUIREMENTS.**—English, Preparatory Rhetoric and two terms of Literature; Mathematics, Algebra, through Ratio, Proportion, and Progression; Geometry, Plane and Solid, including Spherical; Free-hand Drawing, three terms' work; Physics, Elementary completed, with note-book showing at least forty experiments. These may be taken in the State Preparatory School of the Ohio University. The course referred to below leads to a diploma. It may all be taken as an elective course in connection with the Scientific Course as outlined in the catalogue, thus not only giving the graduate the degree of Bachelor of Science, but also establishing a special foundation for his life work as well. See outline of the two-year course on page 73 of the catalogue.

The completion of this course will prepare the student for practical work at good wages and will fit him for advanced standing in the best technical schools of the country.

### VI. Department of Mathematics and Civil Engineering:

The work of this Department is of wide range and special excellence. It includes a Short Course in Civil Engineering as follows:

The following subjects are given in the course: Mechanical Drawing, Descriptive Geometry, Shades and Shadows, Perspective, Stereotomy, Leveling, Plane Surveying, Elementary Mechanics, Topographic Surveying, Railroad and Highway Engineering, and Engineering Construction.

The work in English, mathematics, sciences, and languages is done in the regular University classes. See outline of the two-year course on page 42 of the catalogue.

This Short Course is designed to prepare students for practical wage-earning work and for advanced standing in some technical school of high grade.

### VII. The State Preparatory School:

The presence of a Preparatory School in connection with the State Normal School and the College of Liberal Arts is a necessity under existing educational conditions. Persons who can secure full high-school training at home are urged to get it before attempting to gain admission to any of the departments or colleges of the University. The Preparatory School of Ohio University is a model of its kind. Here students with any kind of deficiency in high-school training can make adequate preparation for entrance into the Freshman class of any of the departments or colleges of the University. Such students have the best possible instruction and all the privileges of general culture enjoyed by members of the regular college classes. The needs of the teachers and prospective teachers, looking forward to the advanced work of the State Normal College, have been carefully considered and fully provided for in the courses offered.

Primarily, the Courses of Study are planned with two ends in view: (1) To give the student the best possible instruction for the time he may be able to remain in college and (2) to enable him to make special preparation for regular work in one of the diploma or degree courses of the University.

### VIII. The University Summer School:

The work of the Summer School for 1910—





Franklin County

June 20-July 29—will be shown, in detail, in a special Bulletin to be issued early in the coming year. The general plan of organization and management will be similar, in all essential features, to that which has proved so popular with students, teachers, and prospective teachers heretofore.

It is confidently asserted that this work, while of wide range and carried on somewhat hurriedly, is of high academic and professional value to teachers and those preparing to teach. In the selection of subjects of instruction and the preparation of the recitation scheme, regard has been had for the known wants of students wishing either review or advanced work. From the scheduled recitations, any one can surely select *some* study or studies that will largely if not fully meet the purpose that prompts him to seek summer-school advantages.

GENERAL.—Alston Ellis, President of the University, Edwin W. Chubb, Dean of the College of Liberal Arts, Henry G. Williams, Dean of the State Normal College, Charles M. Copeland, Principal of the School of Commerce, James Pryor McVey, Director of the College of Music, Fletcher S. Coultrap, Principal of

the State Preparatory School, Albert A. Atkinson, Professor of Physics and Electrical Engineering, Lewis J. Addicott, Professor of Civil Engineering, and Eli Dunkle, Registrar, will gladly and promptly answer any inquiries regarding the work they have severally in charge.

All general communications should be addressed to

PRESIDENT OHIO UNIVERSITY,  
Athens, Ohio.

### WHICH COLLEGE?

The selection of a college home is based upon many considerations. The first of importance is the

LOCATION.—Everything else being equal a college situated in a small city is preferable. There are not the allurements and enticements here that confront the undergraduate in populous localities. The college at Athens is the "big thing." Social life centers about the campus. There are no saloons. Water is pure and typhoid fever is unknown.

SMALL COLLEGE.—Well equipped, with an ample teaching corps, a small college has always been considered superior in many ways

to the overcrowded large university. At a small college the opportunities for coming in touch with the heads of departments is ever present. There is no such thing as tutoring. A small college is more democratic. There is less opportunity for "snobbishness" to be displayed.

"In the large colleges the students have no time to think. In my experience at Princeton I found that the best thinkers were those who came from the little unknown colleges of the middle West. These men possess a certain power of reflection and of assimilating the few facts which they possess which is not found in the university graduate. The tendency in the university, growing more and more strong, is toward the repression of individual opinion. It takes great courage to stand up and assert yourself against the university mob. The type of men who can do that is what the small college can and should develop."—Bliss Perry, Editor of *Atlantic Monthly*.

**A COLLEGE WITH A HISTORY.**—There is some satisfaction in attending an institution that has a history. The Ohio University is the oldest college in the Northwest Territory. In its halls thousands of young men and women have been fitted for citizenship. A diploma from Ohio University has more value than what it certifies on the face.

**RANGE OF WORK.**—You can study almost anything you want. If you wish to specialize along some line of work, Ohio University offers the opportunity.

**COLLEGE OF LIBERAL ARTS.**—Standing at the head of all the departments is the old-line College of Liberal Arts. There are many people who believe that a general education, embracing the humanities is the best training for life. This college at Ohio University stands second to none in providing a classical education. Here are offered the three courses leading to the A. B., Ph. B., and B. S. degrees. There is sufficient latitude allowed in the way of electives that one can specialize along any given line desired.

**NORMAL COLLEGE.**—There was an appropriateness in Ohio's establishing the first college for the training of teachers at Ohio University. Here had been conducted a pedagogical department for years and it seemed natural that the Normal School should have its home here. Closely affiliated with, yet maintaining a clear line of demarcation from, the

College of Liberal Arts, the Ohio State Normal College offers the best inducements for the training of teachers to be found anywhere. The well equipped and thoroughly organized Training School gives exceptional opportunities to prospective teachers.

**STATE PREPARATORY SCHOOL.**—The presence of so many High Schools in southeastern Ohio below the first grade rank, together with the fact that there are hundreds of worthy young people in the State who never have had the opportunity for a high school education at all, demands at the hands of Ohio a place to make good the deficiency. This is afforded in our State Preparatory School, which is maintained not for the purpose of competing with the High Schools, but for the benefit of young men and women who need just such work and cannot get it at home.

**ELECTRICAL ENGINEERING.**—There is also a two-year course in Electrical Engineering. There is no school in the country that gives you more of the practical training in electrical engineering in two years than the Ohio University. It is thorough and under the control of a master. You get the cream of the business.

**CIVIL ENGINEERING.**—What is true of the Department of Electrical Engineering applies with equal force to Civil Engineering, where a parallel course is maintained.

**SCHOOL OF COMMERCE.**—Why attend a private so-called Business College that exists for "revenue only" when you can get training in a Commercial College that gives it to you for half the price you would pay elsewhere, where you can study branches that give you a broader outlook on life, and where you can have the advantage of breathing college atmosphere and of enjoying the concerts, lectures, and entertainments?

**MUSIC.**—It may not be generally known that Ohio University maintains a College of Music of high order, where vocal and all kinds of instrumental music are taught in the most efficient manner. Special Colleges of Music are always high priced, but Ohio University will give you a musical education for about half the money you would pay elsewhere. Special attention is given to the training of teachers in public-school music.

**PUBLIC SPEAKING.**—This is a new feature of

the University and under the direction of a competent instructor it promises to become one of the most efficient departments, where a thorough course in Elocution, Argumentation, and Public Speaking can be pursued.

**KINDERGARTEN.**—Another comparatively new department of the University is that for the training of Kindergarten teachers. A special teacher is in charge of the course and every facility for successful instruction is provided.

**ART DEPARTMENTS.**—There are two distinct lines of work provided for art students—one in connection with the College of Liberal Arts and the other with the State Normal College. In the latter, Public-School Drawing is the essential feature.

**LITERARY SOCIETIES.**—Two live, wide-awake Literary Societies conduct a healthy and friendly rivalry for honors in this institution.

**THE SUMMER SCHOOL.**—The Annual Summer School at Ohio University has been steadily growing in interest and attendance. There are several reasons for this.

The teaching force consists of the regular University faculty.

All departments of the University are in running order.

Collegiate credit is given toward a degree for work of degree rank.

The Summer School is a splendid place to catch up, or get ahead. Many teachers have worked out a Normal School diploma by attending the Summer School. The Summer School for 1910 will open June 20th and close July 29th.

**NEW GYMNASIUM.**—One of the best gymnasiums in Ohio now adorns our campus. It has all the appurtenances required in such a building—swimming pool, track, etc. The Ohio University has also a well-kept athletic field.

**CHRISTIAN ASSOCIATIONS.**—If you decide to come to Ohio University, the first person you will meet is a representative of the Y. M. C. A. or Y. W. C. A. These associations take an active interest in your welfare and render you every assistance possible in getting you comfortably located and in making your stay at Athens pleasant.

**LIBRARY.**—A Library of well selected books and periodicals is open for the free use of all students.

**EQUIPMENT.**—What with her modern buildings, provided with all necessary equipment in the way of apparatus and laboratories, and her corps of fifty efficient instructors, Ohio University offers to the aspiring young man or woman a splendid opportunity to get a well-rounded education that will fit one for any calling in life.

**EXPENSES.**—The expenses are exceptionally low. The Girls' Dormitories afford a splendid home, at reasonable cost, for all women students. Opportunities for work at spare hours are many, and any person with "snap" can get on at Ohio University.

If you wish additional information about any of the above Departments, write for special bulletin describing in full the courses given. The President of the University or the College Deans, or the Heads of the Departments are always ready to help you. A copy of this Summer School Bulletin, profusely illustrated, will be sent to any teacher applying therefor, giving clearly both name and address. Teachers desiring a limited number of blotters for school use can have them supplied free of cost.

ALSTON ELLIS, President.

EDWIN W. CHUBB, Dean of College of Liberal Arts.

HENRY G. WILLIAMS, Dean of State Normal College.

### Legislative Special Appropriations Needed By Ohio University Within the Next Biennial Period.

1910.

Ewing Hall bonds .....	\$ 5,000
One year's interest on \$20,000	
Ewing Hall bonds.....	1,000
Completion of Central Heating Plant, with facilities for electric lighting and power.....	36,000
A Scientific Hall for the State Normal College .....	75,000
Equipment of Library.....	5,000
Additional equipment of the State Normal College and the University .....	28,000
Total .....	\$150,000

**1911.**

Ewing Hall bonds.....	\$ 5,000
One year's interest on \$15,000 Ewing Hall bonds.....	750
Building for the Training School of the State Normal College, with necessary equipment .....	45,000
Additional equipment of Library...	5,000
Maintenance State Normal College.	15,000
Additional equipment of the University and the State Normal College .....	10,000
<b>Total .....</b>	<b>\$ 86,750</b>

**A PROSPEROUS UNIVERSITY.**

Ohio University, the earliest and best of the western schools of advanced learning and a college of the cleanest and best ideals, is entering on its second century of splendid usefulness with an influence and power of which its founders probably never dreamed.

Including its state normal department, its work now extends over 45 weeks per year, and its average enrollment reaches 700 pupils or more. The Summer School, now closing, has reached 731 students, increasing the record of '08 over 100.

At a recent meeting of the Board of Trustees of the University, two fine pieces of property were acquired for building purposes, \$18,000 being paid for the sites alone. Earlier the splendid property known as "Women's Hall" was purchased for \$30,000. The bonded indebtedness has shrunk within the past few years from \$55,000 to \$20,000. This represents the only indebtedness of the University.

Within a few weeks the salaries of the large and thoroughly equipped Faculty have been substantially increased, and a Department of Public Speaking has been added. President Ellis is now looking for a competent head for this important department.

A modern gymnasium costing \$55,000 has recently been completed, and an enlargement of Women's Hall to cost \$35,000 is now under way. When the University shall open for students in September, it will be equipped for work as never before.

Its halls, always filled with the best of Ohio's young sons and daughters, will probably be crowded. It is reasonable to believe that the best work in the life of this great University will be accomplished the coming year.—Editorial in Newcomerstown, O., Index.

**Vinton County**

### TO CARNEGIE OR NOT TO CARNEGIE.

The Carnegie Foundation is destined to make a great change in American educational policy. Already it has set up a sort of unofficial censorship, and some colleges are eagerly announcing themselves as in all things willing to meet the requirements of the Foundation. These requirements may be entirely proper, but it is to be hoped that some colleges will refuse to conform to them. This is not saying that the Foundation will intend to be oppressive or arbitrary, but an outside authority which seeks to force its own standards upon our colleges as conditions of sharing in its bounty, is bound to create an unhealthy type of college administration. There will be a serious loss of independence and of the freedom of control in college executive work which is now so largely and perhaps excessively praised in matters of teaching. The fact that Mr. Carnegie is reputed to be indifferent or unfriendly to religion may make it necessary that some colleges shall choose to be left out from the list of those receiving the benefactions of his Foundation. That choice may cost something, but freedom is always worth its price and more.—The Epworth Herald, July 17, 1909.

### TO HELP WORTHY STUDENTS.

The Appointments Office at Ohio University is for the purpose of helping students to help themselves. For a number of years many students at this University have, while here, earned a part or the whole of their expenses. Until recently there has been no system by which citizens of the city needing help could be put in touch with the students. For the last few years, the Y. M. C. A. has taken up the work. Last year the money earned by students amounted to \$1,500.

While this has been a work well done, there is room for improvement. More effective results can be accomplished by having a better systematized plan. In order to formulate and carry out such a plan, President Ellis recently appointed a Faculty Committee composed of Professors T. N. Hoover, F. S. Coultrap, and W. F. Copeland, to co-operate with the Y. M. C. A. General Secretary, Mr. H. L. Ridenour.

These in formulating their plans have been ably assisted by the retiring General Secretary, Mr. W. E. Alderman. The result of their efforts is the establishment of an office, located in Ellis Hall, first floor. Professor Hoover and Secretary Ridenour will be in charge.

Every student who desires employment of any kind while here, will register at the Appointments Office, stating the kind of work he will be willing to do; also the times when he will be free to do it. The citizens of Athens and vicinity are asked to send in their requests to the office, telling what they want done. From those who have registered, some one will be sent to do the work required.

The opportunities for an industrious student to make his own way through college are many. Some wait table, clerk in stores, work out poll-tax, do work in stenography and type-writing, take care of lawns, press clothes, care for furnaces, do house-cleaning, work on farm, etc., etc. There are quite a number of calls for young women to do office work, house work, and the like. The office expects to find employment that will give those rendering service at least \$2,500 the coming year.

There is no reason why any young man with the proper amount of "snap" and "get up" cannot make his way at Ohio University.

## Ohio University and State Normal College

### FACULTY.

ALSTON ELLIS, PH. D., LL. D.,  
President.

EDWIN WATTS CHUBB, LITT. D.,  
Professor of English Literature and Rhetoric,  
and Dean of the College of  
Liberal Arts.

HENRY G. WILLIAMS, A. M., PED. D.,  
Professor of School Administration, and  
Dean of the State Normal College.

ELI DUNKLE, A. M.,  
Professor of Greek and Registrar of the  
University.

DAVID J. EVANS, A. M.,  
Professor of Latin.

FREDERICK TREUDLEY, A. M.,  
Professor of Philosophy and Sociology.

WILLIAM HOOVER, PH. D., LL. D.,  
Professor of Mathematics and Astronomy.

ALBERT A. ATKINSON, M. S.,  
Professor of Physics and Electrical  
Engineering.

HENRY W. ELSON, PH. D., LITT. D.,  
Professor of History and Political Economy.

OSCAR CHRISMAN, A. M., PH. D.,  
Professor of Paidology and Psychology.

WM. FAIRFIELD MERCER, PH. D.,  
Professor of Biology and Geology.

WILLIAM B. BENTLEY, PH. D.,  
Professor of Chemistry.

CLEMENT L. MARTZOLFF, B. Ped.,  
Alumni Secretary and Field Agent.

LEWIS JAMES ADDICOTT, B. S., C. E.,  
Professor of Civil Engineering.

P. A. CLAASSEN, A. B.,  
Professor of Modern Languages.

WILLIS L. GARD, A. B., Ph. D.,  
Professor of the History and Principles of  
Education.

FLETCHER S. COULTRAP, A. M.,  
Principal of the State Preparatory School.

WM. F. COPELAND, PH. M., PH. D.,  
Professor of Elementary Science.

HIRAM ROY WILSON, A. M.,  
Professor of English.

EDSON M. MILLS, A. M., PH. M.,  
Professor of Mathematics.

CHARLES M. COPELAND, B. PED.,  
Principal of the School of Commerce.

JAMES PRYOR McVEY,  
Director of the College of Music.

THOMAS N. HOOVER, M. PED., A. M.,  
Professor of History.

BIRDINE STANLEY,  
Dean of Women, and Instructor in Physical  
Culture.

(To be filled.)

Director of Athletics.

(To be filled.)

Professor of Public Speaking.

EMMA S. WAITE,  
Principal of Training School.

CONSTANCE T. McLEOD, A. B.,  
Principal of Kindergarten School.

MARY ELLEN MOORE, A. B.,  
Instructor in Latin and English.

LILLIAN GONZALEZ ROBINSON, A. M.,  
DR. ES LETTRES.

Assistant Professor of French and Spanish.

GEORGE E. McLAUGHLIN,  
Instructor in Electricity and Shop-Work.

MARGARET EDITH JONES, Mus. B.,  
Instructor on the Piano and in Voice Culture  
and Harmony.

NELLIE H. VAN VORHES,  
Instructor on the Piano and in Virgil Clavier.

MINNIE L. CUCKLER,  
Instructor on the Piano and Organ.  
(To be filled.)

Instructor in Voice Culture.

HEDWIG THEOBALD,  
Instructor in Voice Culture.

JOHN N. HIZEY,  
Instructor on the Violin.

MARIE LOUISE STAHL,  
Instructor in Drawing and Painting.

MARY J. BRISON, B. S.,  
Instructor in Drawing and Hand-Work.

MABEL K. BROWN, PH. B.,  
Instructor in Stenography.

MINNIE FOSTER DEAN,  
Instructor in Typewriting.

MABEL B. SWEET,  
Instructor in Public-School Music.

EUGENE F. THOMPSON,  
Secretary, President's Office,

GEORGE C. PARKS, PH. B.,  
Instructor in Penmanship and Bookkeeping.

RHYS DAVID EVANS, A. B.,  
Instructor in Physics.

PAUL BENTLEY KERR,  
Instructor in Chemistry.

JACOB A. BADERTSCHER, PH. B.,  
Instructor in Biology.

JAY VERNE BOHRER,  
Instructor in Biology.

CHARLES G. MATTHEWS, PH. M.,  
Librarian.

LENORA BELLE BISHOP, PH. B.,  
Assistant Librarian.

LILLIE A. FARIS,  
Critic Teacher, First-Year Grade.

AMY M. WEIHR, PH. M., B. PED.,  
Critic Teacher. Second-Grade.

ELSIE S. GREATHEAD,  
Critic Teacher, Third-Year Grade.

WINIFRED L. WILLIAMS,  
Critic Teacher, Fourth-Year Grade.

MARGARET A. DAVIS,  
Critic Teacher, Fifth-Year Grade.

CORA E. BAILEY, B. Ped.,  
Critic Teacher, Sixth-Year Grade.

LAURA G. SMITH,  
Critic Teacher, Seventh-Year and Eighth-  
Year Grades.

GEORGE R. KALER,  
Field Athletics.

### THE OHIO UNIVERSITY.

Nearly every term for 59 years, young men from Jackson have attended college at the Ohio University at Athens. Perhaps the greatest number of men who attended school outside the county from 1855 to 1870, attended this oldest college in the Northwest Territory, and a large percentage of those who attended anywhere since 1870 have been enrolled on the records of Ohio University.

It would be a matter of interest to former students who have not visited their *Alma Mater* in recent years to know how this venerable school has taken on a new life and has been growing by leaps and bounds.

The growth has been in the following directions: Longer and "stiffer" courses of study; greater number and better paid professors and instructors; complete equipments of books, laboratories, and apparatus; greater number of modern and suitable buildings; larger income and more students.

Thirty years ago it required but two years of preparation to gain entrance to the college proper, now it requires four. Then, all the regular course was required, now two-fifths is elective, but so arranged that four full years of study is required to receive a degree.

Thirty years ago the faculty consisted of the president, three professors, and two regular instructors. Now there is a faculty of the president, seventeen professors, four principals, and twenty-three instructors.

Twenty-five years ago, there were thirty-three students in the college classes. This year's catalogue shows the names of 397 in the college classes. Thirty years ago there

were 83 different students enrolled. Last year, exclusive of the summer term students, there were 839 different students enrolled in all the departments. This summer term enrolls 731 students.

In no other feature, perhaps, has greater growth been made than in the, what 39 years ago was called, "Department of Science," which was conducted by one professor. This department has become five different chairs with five professors and five instructors. These departments have laboratories thoroughly equipped, and about \$14,000 this year is appropriated to keep up and improve the equipments.

The library also, has long ago left its quarters of thirty years ago. It now occupies a beautiful building in the southwest corner of the campus, and is modern in all its appointments, with two librarians employed exclusively to attend to it. Generous appropriations are annually made to supply new books, magazines, and papers—religious, scientific, of economics, pedagogics, histories, athletics, etc.

While mortar, brick, and stone do not necessarily prove the excellence of an institution of learning, yet large, handsome, costly, and commodious buildings of artistic design, are proof of an institution's prosperity and efficiency. The three "old buildings" have "spruced up" and look young, quite up-to-date. Besides these, there are six other buildings on the campus and two outside. The oldest college building in the Northwest Territory has as its mate, the first building erected by the State of Ohio, given up to the training of teachers. This is Ellis Hall, and is one of the largest, best, and costliest edifices on the campus.

Then there is the new gymnasium with its 750 lockers and large swimming pool, and all appliances of a complete gymnasium. Another of the large buildings recently built is Boyd Hall, a dormitory for young women, with all modern conveniences.

Ex-students of the '50s and early '60s would regard it a long step forward from the hall where chapel was held in their day, to the beautiful and large auditorium of Ewing Hall, where the 731 students this summer term, attend morning exercises, with sitting room for several hundred others. This auditorium has



been used for ten years for morning exercises.

Space forbids to refer in detail to other buildings and other features which show growth and progress.

One distinguishing feature, however, ought to be mentioned. I refer to the relation of the Teachers' College to the College of Liberal Arts. The work is so arranged that instruction is given the students of the teachers' college by the professors of the college of arts, except in purely professional studies. The two colleges are so co-ordinated as to make it possible for the prospective teacher to receive university instruction, and the prospective lawyer or business man to receive insight into educational methods and processes.

Every feature of this first institution for higher learning in the Northwest Territory is first class.—*Jackson Standard-Journal*.

## AN EXPERIENCE AT OHIO UNIVERSITY.

### By a Recent Graduate.

Since I have been at Ohio University, I have heard more than a dozen teachers voice the following sentiment: "I wish I could take a college course, but it is out of the question for I can't afford to quit teaching three or four years." Believing this to be the feeling of many others, who are sincere in their desire to complete a college course, I have thought that perhaps my own experience might be helpful to them; not because that experience has been remarkable, for it is only that of an average plodder who, in no way, has distinguished himself during his course here or shown a particular talent in any direction. To conceal his identity the writer has slightly changed some of his experiences; yet he assures the reader that in every essential particular they are true.

Some seven years ago, I first came to Athens as a student. At that time I was a rural teacher with some years of experience and had about completed two years of high-school work. My savings were small and I expected to stay a term; but by the kind encouragement and stimulation of professors and classmates I remained a year, going back to a rural school the next year at an increased

salary. During the year, I spent my odd moments reviewing the more difficult branches I had studied the previous year, and immediately after the close of my school enrolled in the Spring term at Ohio and remained for the Summer School that followed.

One day I stepped into the office of President Ellis on an errand and he showed me a letter making request for a high-school principal. It was from a village in the State and Doctor Ellis advised me to apply for the position. I did so and upon the strength of his recommendation secured the place. This I held for two years, coming back to the University during my vacation. For the next year I secured a better position and then spent a year at Athens getting out as much of my required work as possible.

This year was the most agreeable I ever spent. Not only did I enjoy my studies but the various social functions as well. The work of the Literary Society, of the Y. M. C. A., and the various phases of athletics proved both helpful and inspiring as I took whatever part I could in them all. The next year through the influence of some of the Faculty, I secured an excellent position in a good high school. This I held for two years, coming back to Ohio University during my vacation to work upon my degree, until at the close of the last Spring term I completed the course and it was granted me.

With one minor exception, I completed the course exactly as it was laid down. Only on two occasions did I petition the Faculty and once my request was refused. For next year I have, it seems to me, an excellent position which meets my desires in almost every particular. I owe it all to the Faculty and students of Ohio University.

But you say you can't afford to spend even two years here? I did not see how I could at first for I have had a family of three dependent upon me during the greater part of my stay in college. The way opened up gradually and from the standpoint of dollars and cents I have up to the present time, earned more money than if I had taught the two years instead of attending O. U. And it will open up for you, as easily as it has for me, if you will only make up your mind to secure a college education,

### THE SCHOOLMASTERS' CONFERENCES.

Seven conferences were held, one each day beginning Monday, July 26th. Faculty members and some prominently connected with public-school work were in attendance and took part in the discussion of the different topics. The attendance at these conferences was unusually large and the interest on the part of those present was most marked. The scope of the work done is shown, in part, in what follows:

MONDAY, JULY 26.—School Legislation.

Hon. J. W. Zeller, State Commissioner of Common Schools and others.

TUESDAY, JULY 27.—Centralization of Schools.

Dr. Oscar Chrisman and Supt. John J. Richeson.

WEDNESDAY, JULY 28.—State Inspection of High Schools; Standardization and Units of Credit; College Entrance Requirements.

President Alston Ellis.

THURSDAY, JULY 29.—Physical Examination of School Children; Health in the School-room.

Dr. William F. Mercer and Dr. William F. Copeland.

FRIDAY, JULY 30.—The Self-Culture of the Teacher.

Dean Edwin W. Chubb and Dr. Henry W. Elson.

SATURDAY, JULY 31.—The Incurable Child; Story-Telling and Representation in Elementary Schools.

Prof. F. S. Coultrap, Principal of the State Preparatory School, Miss Emma S. Waite, Principal of the Training School, and Miss Lillie A. Faris, Critic Teacher.

MONDAY, AUGUST 2.—Industrial Education.

Dr. Willis L. Gard and Prof. C. L. Martzloff.

### THOUGHTS ON EDUCATION.

By

Prof. H. W. Elson, Ph. D., Litt. D.

When Cato, the Roman consul, was walking with a friend in the public gardens one day, and they were admiring the statues of public

men, the friend asked, "Cato, why is not your statue here?" To which Cato answered, "I had rather have you ask that than for someone to ask why it is here."

It is often said that teachers are underpaid. Isn't that better than to be overpaid?

Isn't it more dignified and more comforting to feel that the world is indebted to you than that you are indebted to the world? "That man has more than his share; he never earned it," is not spoken of the teacher, but often the opposite.

After all, the average teacher has a good living and gets along fairly well.

Here now is a question that will come to every teacher on entering the profession: Shall I seek a higher education, a college course? How are you going to answer it? Does the world owe you a living? Certainly not. What the world owes you is negative and is all contained in one word—Opportunity.

Opportunity means merely a chance to make the best of yourself, and no one can rightly deprive you of that. If you have the will to go to college, the opportunity will no doubt be open to you.

A college course means several years of toil and expense; but it will open up to you fields of usefulness that otherwise will never be yours, and in the end it will doubtless pay you many times over for the expense.

But really, if to make a living is your chief end in securing a higher education your case is not enviable. Never lose sight of the fact that a higher education will do far more for you than secure you a good salary.

It will store your mind with the choicest knowledge.

It will enlarge your power of thought and broaden and deepen your life as nothing else can do.

It will open to you the treasures of the civilizations of the past.

It will, through the self-discipline of study give you self control, the power of adjusting yourself to the harmony of the universe and to human society.

It will lift your life to a higher plane.

It will furnish you an unfailing source of entertainment as long as you live.

Pitiable the man whose range of thought is confined to the narrow bounds of his



Primary Pupils in the School Garden

every-day experiences—the man to whom the primrose on the river's brim is nothing but a yellow primrose. Pitiable the woman who can spend her life keeping house or even keeping school and never lift her soul to the stars.

Every dollar you invest in an education you are investing in yourself. A man may toil for years to earn a farm or a house and then sell it for—money. Who would sell an education for money, were such a thing possible? Who would part with a portion of his brain, with his reasoning power, his insight into the glories and mysteries of creation?

Who would sell his enlarged view of life acquired by study?

Think of these things when deciding whether or not to go to college. Then invest.

Finally, don't forget that an education is not merely intellectual, nor chiefly. Its ultimate end is to build character. Without the moral, the ethical, the religious, an education is but a body without soul, a shadow without substance.

#### NEWS NOTES.

The Summer School closed Friday, August 6th, with enrollment as follows: Men, 214; women, 517, total, 731.

The Fourth-of-July exercises—the Fourth being a Sunday—were held in the University Auditorium on the morning of July 5th, beginning at 9 o'clock. The in-door exercises were preceded by an open-air concert given by Chas. J. Grim's Band. All that was said and done was appropriate to the occasion. President Ellis presided and timely and eloquent addresses were delivered by Hon. Edgar Ervin, of Pomeroy, Attorney-General U. G. Denman, of Columbus, Lieutenant-Governor Francis W. Treadway, of Cleveland, and Hon. Warren G. Harding, of Marion.

This souvenir number of the Ohio University Bulletin is profusely illustrated. The publication will be of general interest to all and of particular value to those who attended the O. U. Summer School of 1909. Free distribution of it will be made until the edition of 5,000 copies is exhausted.

The Board of Trustees of the University recently purchased two desirable building lots in close proximity to the campus. One of these fronts on President street and is not a stone's throw from the campus and the site for the new government building; the other is situated on the southwest corner of University Terrace and Park Place. The plan is to build a Science Hall on the former and Training School for the State Normal College on the latter. The purchase of these two lots was a cash transaction, the sum paid for each being \$9,000.

More social features have been added to the Summer term just closing than heretofore and it has proved to be a popular departure. An education cannot be gotten alone from books, and the mingling of these young people in social intercourse during the term is broadening and elevating; and, besides, when they go to their schools in the different parts of the country they will carry with them pleasant memories which may bring them back to take a full college course.—Athens Messenger.

The salary roll for the term of six weeks, amounted to \$5,200. Of this total of cost, the students' fees produced \$2,200.

The following special appropriations, for the Ohio University, were made at the extraordinary session of the 78th General Assembly of Ohio, held this year:

Ewing Hall bonds .....	\$ 5,000
One year's interest on \$25,000 of Ewing Hall bonds .....	1,250
Completing Gymnasium Building and its equipment .....	12,000
Remodeling and equipping Women's Hall, dormitory for young women	30,750
Additional equipment of Ohio University and the State Normal College	10,000
<hr/> Total .....	<hr/> \$59,000

Through the efforts of Secretary Martzoff, the Alumni Number of the Ohio University Bulletin is ready for distribution. It contains a list of all living graduates, with occupation and address of each. There are also sketches of many alumni and much other matter of interest. Any one sufficiently interested may secure a copy of this publication by addressing the President of the University.

The banner counties, represented at the

Summer School, were Athens, with 153 students; Fairfield, with 42; Licking, with 37; Perry, with 33; Ross, with 29; Vinton, with 28; Washington, with 27; Tuscarawas, with 26; Franklin and Guernsey, each with 18; and Gallia and Muskingum, each with 15.

The lecture plan of teaching is not much in vogue at the O. U. Summer School. Classroom work is of the highest order of excellence. The student whether pursuing review or advanced studies comes into close personal touch with the instructor who is, in nearly every instance, a member of the University Faculty.

On the afternoon of July 26th, President Alston Ellis lectured before the Miami Valley Chautauqua, at Franklin, Ohio, one of the strongest and best-known of the summer attractions making appeal to the intelligence of the people for support. The subject of the lecture was, "A Plea for the Cultural and Ethical in Education."

On Tuesday evening, July 27th, the Licking County Club entertained the faculty and students of the Summer School, with a well-planned reception, in the new gymnasium.

Mr. C. E. Oliver, Superintendent of Schools, East Palestine, Ohio, addressed the students of the Summer School in behalf of the Ohio School Improvement Federation. This organization is doing the teachers and general school interests of Ohio acceptable and far-reaching service. It has for its President the newly-appointed State School Inspector, Prof. S. K. Mardis, a graduate of Ohio University, Class of 1893.

Hon. J. W. Zeller, State Commissioner of Education upon the hundreds of teachers whom Common Schools, made a most favorable impression in his visit to the Ohio University Summer School. His chapel talk was practical, earnest, and freighted with interesting suggestions for the help of every teacher who heard him. His hearers felt the force of Supt. Oliver's statement referring to Dr. Zeller as "a man very deeply moved by the interests of the teaching profession of the State."

C. Edmund Neil, Professor of Elocution and Oratory, West Virginia University, gave his monolog adaption of "Captain Letterblair" in the University Auditorium on the evening of July 22nd. Prof. Neil is one of the most

genuinely talented impersonators ever heard in Athens and standing room was at a premium when his interesting impersonation began. The comedy that he presented has been very successfully adapted from the original text and, as he represents it, is full of the most refined sentiment and clever comedy situations. Prof. Neil has a rare faculty of differentiating personalities. Many of the modern monologists make little attempts in character distinctions by facial and other differentiation, but Prof. Neil, very agreeably to the perceptions and understanding of his audience, still holds to the old forms.

It was an instructing and interesting address that General Charles H. Grosvenor gave the Summer-School students and the general public on the evening of July 29th. The subject, "National Legislation and How it is Done," was treated in a masterly manner. The twenty years' experience gained in Congress, gave the speaker an abundant fund of information from which to draw material for his address. The usages, customs, rules, and workings of the House of Representatives were plainly stated and explained. The speaker's reference to the distinguished men who had occupied the high position of Speaker of the House of Representatives during his two decades in Congress was as entertaining and instructive as it was generous and discriminating.

The Schoolmasters' Conferences proved a most profitable feature of the term's work. These were held each afternoon of the fifth week from 3:10 to 5:00 o'clock, on Saturday morning from 9:00 to 10:30 o'clock, and on the following Monday afternoon from 3:10 to 5:00 o'clock. For real, practical service, to those who attend them, these conferences are of the highest value. They will continue to be a prominent part of the work of the Summer School.

The Summer School of Ohio University and the State Normal College, for 1910, will begin Monday, June 20th, and close Friday, July 29th. No effort will be spared to make the work offered of wide range and of a high order of academic and professional excellence.

The Fall term of the University, all departments and colleges, will begin Monday, September 13, 1909. Prospective students

should arrange to be present on *registration day*, the opening day of the term. This course will bring them a saving in the registration fee and enable them to secure *full college credit* for the term's work. There is *no tuition fee* at Ohio University. The registration fee of \$6 per term pays for *everything* connected with the regular courses of instruction. All fees for *special instruction* are most reasonable.

Women's Hall, corner of Union and College streets, is now being enlarged to three times its former capacity. Its completion, according to plans now being carried out, will give the University ability to accommodate nearly two hundred women students in its dormitories.

All women students attending the Summer School of 1910 can be assured, in advance of their coming, of pleasant, comfortable quarters in Boyd Hall, Women's Hall, or in the homes of respectable, well-to-do people. No town in Ohio has better homes than Athens; and those who occupy them are noted for their public spirit and open-handed, unostentatious hospitality. All seeking educational help, under most favorable conditions, will make no mistake by finding quarters in Athens homes and entering Ohio University.

Regular weekly meetings of the Y. M. C. A. were held throughout the Summer-School term. The large attendance of students attested the excellence of the exercises and the very general interest of the young men in them. Among those who made somewhat formal addresses at these meetings were President Ellis, Dr. Elson, and Professors Cope-land, Wilson, and Treudley.

Harry L. Ridenour has been appointed General Secretary of the Ohio University Y. M. C. A. for the college-year 1909-'10. Mr. H. E. Cherrington is President of the local organization.

The University Y. W. C. A. met regularly in their well-furnished quarters in the West Wing. The meetings were under the general direction of Miss Mary J. Eaton effectively assisted by devoted members of the Association. Present quarters, while comfortable and attractive, are not large enough to accommodate the crowd of young women who attend these meetings. Appeal to President Ellis for more ample quarters met with a favorable

response. Early in September next the local body will have a permanent meeting room on the third floor of the West Wing. Members of the University Y. W. C. A. also have a well located and amply furnished rest room on the ground floor of the Central Building.

The Summer-School Literary Society was one of the earliest organizations formed after registration day had passed. Weekly meetings were held in the University Auditorium, no other room in the University buildings being large enough to accommodate the hundreds of students who attended the well-planned exercises.

A general assembly of students was held three times a week, at the close of the second morning period, in the University Auditorium. A voluntary attendance brought by far the larger number of students to the exercises of this period. Through announcements made and brief addresses delivered, the student body was made more of a working unit, and those who went for helpful suggestions did not go from these meetings disappointed.

The Kindergarten Department of the State Normal College will have enlarged quarters, and important additions to the equipment, when the Fall term opens September 13, 1909. Two well-furnished rooms will give accommodations for about thirty kindergarten children, formed in two classes. The Kindergarten Department is managed in a highly efficient manner, being under the supervision of a Principal of liberal scholarship and special training for her important work. Pupil teachers, who have had at least one year's careful training for kindergarten work, assist in the work of instruction. Persons looking forward to service in kindergarten schools can secure the best of preparation in the Kindergarten Department of the State Normal College. Tuition for teachers and prospective teachers is free; the kindergarten pupils pay \$10 a school-year for their instruction.

The swimming-pool in the Gymnasium building is the most complete thing of the kind to be found in Ohio. Opportunity to bathe in its waters was highly appreciated by Summer-School students both male and female. The Gymnasium building is in close touch with Boyd Hall where about ninety young women find homelike accommodations. The

pool, in the clear, is 21 ft. by 40 ft. The water varies in depth, but at no point does it suggest any element of danger to the bathers. The pool is lined with porcelain-faced brick, thus making it easy to keep in good sanitary condition.

The Training School of the State Normal College is "*the best ever.*" There is not another school for the practical and theoretical training of teachers in Ohio that is its equal in plan of organization and efficiency and range of service. The School occupies the south wing of Ellis Hall and has the use of eight large class rooms, an equal number of practice rooms, and an assembly hall. The Training School now includes all the elementary grades—from the kindergarten to the high school. Summer-School students for 1910, will find classes of *all grades named* in daily session and in charge of teachers who know their business. Teachers, of grades below high school, can by six weeks spent in observation or practice work in these schools, and by attending the daily conferences where *methods* for graded and ungraded schools are presented, discussed, and exemplified, get such enlarged conceptions of their work as to make their future teaching service more rational and more far-reaching in desirable outcome.

The Summer School of 1910 will not differ widely in plan and subjects offered for instruction from its predecessors. Experience tells that the present organization and range of work meet fairly well the wants of teachers who come for educational help and professional uplift. The same experience, however, teaches how to make stronger the better and the weaker features both of administrative and teaching service. Successful effort will be made to render the Schoolmasters' Conferences more helpful to enrolled students and welcome visitors. These conferences will be scheduled so as to conflict with no other exercises which require the presence of students. The evening lectures and entertainments will not exceed four in number and will be assigned to times most satisfactory to the larger number of students. The best possible talent will be secured for this extra-class species of instruction. There are *no special fees* at Ohio University. The registration fee

pays for everything. There are always lectures, suppers, excursions, entertainments, etc., announced by certain parties in various interests, but attendance upon these is a voluntary matter on the part of students. The 731 students of the Summer School of 1909 paid just \$2,200 into the Treasury of the University.

Herewith is shown the annual pay-roll of Ohio University and the State Normal College under salary schedule adopted by the Board of Trustees in June, 1909.

Professors and instructors in the

Ohio University and the State

Normal College .....\$78,850 00

Board officers ..... 1,650 00

Engineers and janitors ..... 4,090 00

Total .....\$84,590 00

The estimated annual receipts of Ohio University and the State Normal College, connected with it, are shown in the following summary:

1. Two and one-half one-hundredths (.025) of one mill for

Ohio University .....\$ 56,500 00

2. One and one-half one-hundredths (.015) of one mill for the State Normal College of Ohio University ..... 34,000 00
3. Incidental Fees ..... 14,000 00
4. Women's Hall and Boyd Hall ..... 2,500 00
5. County Tax, based on State Levy ..... 1,100 00
6. Rents and Sinking Fund Income ..... 4,200 00

Total .....\$112,300 00

Special appropriations made by the Ohio Legislature in favor of Ohio University for eight years each year ending February 15th.

1903 ..... \$ 10,000 00

1904 ..... 10,000 00

1905 ..... 40,750 00

1906 ..... 42,000 00

1907 ..... 52,000 00

1908 ..... 76,250 00

1909 ..... 89,500 00

1910 ..... 59,000 00

Total .....\$379,500 00





